



# SCHOOL LIFE

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## AN OBLIGATION OF SERVICE ON EVERY COLLEGE GRADUATE.

**Diploma Not a Certificate of Right to Special Favor—Proper Education Embraces Broad Culture, Inclusive Vision, and Clear Comprehension of Mankind's Problems—Education Is Preparation, Not Conclusion.**

By WARREN G. HARDING, *President of the United States.*

[An address delivered at the Commencement Exercises of the American University, June 8, 1921.]

We are at the height of the annual commencement season, when thousands of students go out from institutions all over the land to take up the tasks for which their years of study have been preparing them.

I wish I could impress the young men and women of every graduating class this year with my own acute conviction regarding the obligation of service that is placed upon them. They have been favored with the privilege of special equipment and preparation, such as is vouchsafed to an all too small proportion of the people. They will not prove themselves worthy of their peculiar good fortune or of their special responsibility unless they regard it as a trust to be held for the good of the whole community.

We look to this month's graduating classes to provide a far more than their numerical share of leaders for the Nation in a future not far ahead. You will play your parts in a world in many ways unlike any that former generations of your colleagues could have anticipated.

I would feel that I had performed well the part that has providentially fallen to me if I could impress upon everyone who goes out this year with a diploma the thought that it is not a certificate of right to special favor and profit in the world, but rather a commission of service. Men all about you will need the best you will be able to give to them.

Never, I firmly believe, was there a time when the call was so insistent as that to those capable of giving unselfish, broad, comprehending direction to public thought.

You of the next generation of leadership will live in a time of readjustment and reorganization. Much that has been esteemed elemental has been swept aside. Almost nothing remains that we may safely think of as sacred, as secure from the attacks of the iconoclasts. It is a time in which men search their souls and assay their convictions; in which they examine the very fundamentals of institutions immemorably accepted; in which no tradition may be held immune from the assaults of the skeptic and the doubter.

*Leaders Need a Liberal Spirit.*

In such a time I can not but feel that the great need which proper education

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## THE LENGTHENED SHADOW OF A SINGLE INDIVIDUAL.

**Fruits of the Work of Thomas Jefferson in Behalf of Higher Education—Celebration of the Hundredth Anniversary of the Founding of the University of Virginia—Distinguished Service of University's Sons.**

By JAMES F. ADEL.

"Cheer up! The first hundred years are the worst." With this optimistic motto the University of Virginia entered upon the celebration of the one hundredth anniversary of its founding.

Thomas Jefferson worked 40 years to bring about the establishment of the university. He had from his earliest manhood been keenly interested in public education as an essential part of his political doctrine. As early as 1776 he introduced in the Virginia Assembly a bill providing for a State system of common schools, colleges, and a State university. In 1780 he did much to broaden the curriculum and enlarge the faculty of his alma mater, William and Mary. While ambassador to France he studied the schools of that country, Switzerland, and Italy, and gained a wide knowledge of and acquaintance with the educational thought and personnel of the Continent. During his terms as President he kept up a correspondence on education that furnishes a rich fund of thought on the subject.

After his retirement from national public life he decided to make higher education in Virginia the vital occupation of his declining years. He succeeded in getting the name of Albemarle College, of which he was a trustee, changed to Central College, a site of 200 acres purchased in Perry's field, near Charlottesville, and plans for buildings adopted. With the aid of Joseph Carrington Cabell he finally had Central College chosen for the university and an appropriation of \$15,000 given to it. This was in 1819. He was made a member of the board and by the board chosen as rector. He gave six years more of hard, trying work before the university formally opened its doors to students.

*Delegates Attend from Far and Near.*

After eight months of preparation the centennial celebration opened on Tuesday, May 31, 1921, with 5,000 delegates, alumni, and invited guests in attendance. Nineteen delegates from foreign countries and 150 from American institutions and foundations were present. Rev. William A. Barr delivered the first formal address, a detailed historical account of the influence of the University of Virginia in the religious life of the Nation.

In the evening vesper services were held in the auditorium of Cabell Hall, and Dr. Henry Van Dyke spoke from the text, "And their nobles shall be of themselves and their governor shall proceed from the midst of them."

## ANNOUNCEMENT.

In the future **SCHOOL LIFE** will be published as a monthly magazine of 24 pages. According to the general custom no numbers will be issued in July and August. The next number to appear, therefore, will be that of September.

Paul Goodloe McIntire, of Charlottesville, has recently begun to do much for his native town and for the university in the way of furthering education and civic betterment. To the town he has given a library, a group statue of Capts. Meriwether Lewis and William Clark and a statue of George Rogers Clark. The Clark brothers and Capt. Lewis were all born near Charlottesville. To the university Mr. McIntire has given an endowment for a school of fine arts and a beautiful Greek amphitheater. In one wing of the stage of the theater is a pipe organ, fine in tone and powerful enough to be heard by persons a mile or more away from it. The amphitheater was completed and the organ installed just in time for the centennial. Following Dr. Van Dyke's address, the dedicatory service, an organ recital by the municipal organist of San Diego, Calif., delighted an audience of more than 7,000 people.

#### Academic Robes Make Brilliant Picture.

The second day of the centennial saw the first assembling of faculty, delegates, and visitors in a body. Gathered in the historic rotunda the delegates, clad in multi-colored academic garb significant of their several degrees and institutions, enrolled and were marshaled into line as the first unit of a procession, consisting of professors and former professors of the university, alumni trustees of the endowment fund, visitors and former visitors, rector and former rectors, the military staff of the governor of Virginia, the governor, and the president of the university. The procession crossed "The Lawn" to Cabell Hall. Gov. Davis and President Alderman welcomed the delegates. Dr. J. A. C. Chandler for the other institutions of Virginia, Dr. Albert Ross Hill for the public-supported institutions, Dr. Abbott Lawrence Lowell for the endowed universities, and Ambassador Jules Jusserand for foreign institutions, each responded in turn. Dr. Alderman said in part:

#### To Envisage Future Responsibilities.

"We have yielded to this very human impulse, characteristic of institutions as well as of men, to mark a milestone in an endless career, not primarily to recite the glories of the past but to envisage the responsibilities of the future.

"We recognize in this air the ethical binding force of that reverence for the past without which there can be no true continuity in human institutions. In behalf of the governing bodies and faculties of the University of Virginia, I therefore welcome you, delegates of universities and colleges, representatives of learned societies and foundations in this and other lands, guests of the university,

and sons of this mature and vigorous mother, to this birthday festival."

In responding, Dr. Chandler traced the history of the university and told how it might widen its influence in Virginia. Dr. Ross characterized the State universities as representing the corporate longing of all the people for the higher and better things of life. He told of the reverence that the folk now living in the Louisiana Purchase have for Mr. Jefferson and made reference to the fact that the University of Missouri now has the monument first erected over Mr. Jefferson's grave.

#### To Diffuse Learning Among the People.

Dr. Lowell spoke of the university as a beacon lighted by Mr. Jefferson to diffuse the learning he held so needful for the people, and now, following the example set by him, a host of lights are shining over our whole country from shore to shore. Bound together in a common cause, quickened by a common aim, faithful to a noble trust, our universities and colleges are constantly calling with their bells throughout this broad land—calling to one another to serve the needs of the present time and to prepare the way for generations yet to come.

Ambassador Jusserand recalled the friendship between Lafayette and Jefferson, Lafayette's visit to the university. Mr. Jefferson's term as ambassador to France, his aid in framing the republican institutions of France, his study of the French language and philosophies, and the feeling of affection that the French have for him. Acknowledging the position that the United States has gained in learning, Ambassador Jusserand said:

"While continuing to learn, America can also teach; she is one of the nations in the vanguard of civilization as regards learning and discoveries. Her universities, laboratories, libraries, scientific periodicals are the envy of more than one foreign nation. She not only receives professors from abroad but sends some of her own, who are received with open arms—open ears."

At the close of the responses each delegate in turn presented his formal greeting to President Alderman.

#### A Tablet for the Soldier Dead.

In the afternoon the alumni of the university assembled at the south front of the rotunda and dedicated a tablet memorial to their 80 comrades who had died in the World War. Capt. Alfred Barksdale, '15, thrice decorated for three separate acts of valor, made the speech of presentation. The University of Virginia had 1,200 sons in the service. They

won 225 citations and decorations, more, based on the number of men enrolled, than any other institution. The rector accepted the tablet in behalf of the university.

#### A Day in Early History.

When night came on the university's pageant, "The Shadow of the Builder," was produced in the Greek amphitheater before an audience that filled the theater, overran the hillsides, and crowded the windows and roofs of the adjoining buildings. The pageant typified a single day in the building of the university, the day when Lafayette was entertained there, the day when Jefferson saw that if he was to have nothing but the best for his buildings there must be another long delay, a struggle with popular opposition and with the legislature for more money. Woven into the story of the struggle with commonplaces was the presentation of influences acting on his mind, the Grecian ideals of beauty and democracy, the free spirit of Socrates, the truth-seeking youths of Athens. Classic dances, orchestral and organ music, an Athenian foot race, and torchlight procession, together with the representation of the American life surrounding the beginning of the university, all combined to make a pageant of fine strength splendidly enacted.

#### Impressive Centennial Exercises.

Thursday morning the centennial exercises were held in the amphitheater. At one of its aisles the class of 1921 formed by twos. Next in line the alumni were arranged by years of graduation in order of seniority, nearly every class from as far back as 1861 being represented. Then came the faculty, the guests, the delegates, and the administrative officers, a line extending from the amphitheater across the lawn to the rotunda. After the procession, the speakers for the day, John Bassett Moore and Sir Auckland Geddes, were introduced. Dr. Moore had for his theme the ideals for which a university, the conservator of the past and creator of the future, should stand. He named among these the ideal of liberty, individual freedom of thought, action, and person; toleration in society, politics, and religion; and the search for truth.

Sir Auckland Geddes introduced himself as the representative of the motherland of the Commonwealth of Virginia. He declared that the word Virginia to the British stood for gallantry, adventure, lineage, loyalty, courage, and devotion to duty. A university is forming a soul during the first century of its life. One strong man may make or mar it. As it grows older it can make or mar men. It is

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## THE ART EDUCATION WE NEED.

By LEON L. WINSLOW, *Specialist in Drawing and Industrial Training,  
University of the State of New York.*

[From an address before the American Federation of Arts in Washington.]

It is scarcely necessary to call attention to the importance of art as a controlling factor in the many industries where design is involved in construction as well as in decoration and where the art element assures, in a large measure, the salability of the product. In instances where salability is not dependent upon the aesthetic quality inherent in the product, art is employed in its advertising. As a result, art is coming to demand more and more the attention of manufacturers and of consumers. Consequently, renewed emphasis is placed on art instruction in the schools.

### Public Taste Is Often Superior.

Industry is interested in art primarily from the commercial side, and it seeks to obtain skilled designers and craftsmen who can produce salable products. The manufacturer all too frequently hesitates to put out for the market the most beautiful patterns which his designer produces, fearing that they may not appeal to the average buyer. He fails to recognize that public taste is often superior to industrial taste.

Educators are seeking to propagate and perfect a higher type of art; they are teaching the public to appreciate it and trying to train designers and craftsmen to produce it. This will involve changes in art instruction and the combined efforts of all types of schools. To this end the elementary school must contribute its foundation in drawing, construction, and appreciation; the junior high school its appreciation and semispecialized information and skill; the senior high school its deeper appreciation and more fully specialized information and skill; and the evening school its practical instruction for the worker employed during the day. In all types of schools much emphasis will have to be placed upon materials and their transformation into finished products.

### Effective Teacher Training Required.

Back of the entire system of art education a thoroughly effective system of teacher training must be set up capable of supplying directors, supervisors, and special teachers for all the various types of schools enumerated above. Scholarships must be founded to enable talented pupils to pursue advanced studies; large manufacturers will have to be convinced of the value of establishing similar

scholarships for the improvement of the designers and craftsmen already in their service.

### Industrial Art Must Be Studied.

As regards vocational and educational guidance, suffice it to say that art must be studied not only as it relates to painting and sculpture but especially its importance in advertising, costume, jewelry, printing and publishing, furniture, wall paper, textiles, architecture, and the decoration of interiors, in order that the pupils may become acquainted with the opportunities offered in the art industries for profitable and pleasurable employment.

This reorganization of courses in elementary, high, and normal schools is only the beginning. There must sooner or later be established a group of schools for the industrial arts which eventually will be capable of training an adequate number of designers and craftsmen to plan and create the kind of industrial product which the American child is now taught in the public schools to appreciate and to demand. I am convinced that European training can not develop the kind of industrial art that America must produce if she is to hold her own in the international competition for commercial leadership which is already upon us.

### Force of Public Opinion Controls.

The ideal type of industrial art school can only be realized through the unified efforts of all agencies concerned. It is not enough that industry, art, and education should strive for it; they must strive together. And back of all must ever lie the controlling force of public opinion. A campaign in which the schools, the museums, the art associations, the industrial organizations, and the labor groups all worked together harmoniously would win for the United States of America the place in the industrial world to which the quality of her citizenship justly entitles her. The greatest need at the present time is for leadership in this movement.

Student body presidents of six Los Angeles high schools have formed an organization for the discussion of questions of common interest and for working out effective relations with the system as a whole.

## SURVEY NECESSARY TO VOCATIONAL PLACEMENT.

Records Show That Placement Work Has Been Successful—Employers Are Cordial and Helpful.

Vocational placement in Oakland (Calif.) public schools has been carried on successfully, as the records of 150 individuals show. Employers have received the placement director cordially, and many have shown that they are ready to encourage the undertaking and to use the young people sent them by the schools.

Placement, according to the director, should include an industrial survey of the community, to secure a working knowledge of the industries, professions, and occupations for which it is worth while to train boys and girls. Such a survey should show not only how the various callings pay, but also conditions of competition, possibilities of advancement, health conditions, etc. This survey should include an estimate of the value of the occupation outside the immediate community, and it will be of great value if it covers, in prospect, a period of some 10 to 15 years.

Careful vocational guidance along the lines of the survey should be given in the schools, and the final step is the actual fitting of individual products of the vocational training system into the needs of the employers and the employed, as forecast by the survey.

In the course of the work the director had 119 consultations with students and parents and interviewed 318 merchants and employers. Twenty-five of these employers gave the schools special cooperation.

## HIGH-SCHOOL PUPILS IN SAFETY CRUSADE.

Cleveland junior high-school pupils are aiming at the elimination of accidents. A "no accident" crusade includes a safety bulletin in the school corridor, holding safety meetings, publishing safety bulletins to reach the homes, observing traffic conditions and dangerous practices in the neighborhood, and reporting them to the principal.

A junior safety council has been elected with representatives from each room in the school. Every child in the school, whether a member of the council or not, has been enlisted in the effort to prevent accidents. He has pledged himself to refrain from unsafe practices and to warn his fellow schoolmates against similar conditions. Prizes will be given for good results.

## ENCOURAGES FOREIGN TRAVEL BY STUDENTS.

### Committee Arranges Journeys of Young Dutchmen to Other Countries and of Foreign Students to Holland.

The "Netherlands committee for organizing holiday journeys for young people on an international basis," which was obliged to cease its activities during the war, has recently been revived upon an enlarged plan, according to a report just made to the State Department by William Phillips, United States minister to the Netherlands.

The committee consists of high officers of the Dutch Government, university professors, rectors of institutions for secondary and for higher education, and others of equally high standing. It has no financial advantage in view. The committee thus describes its purpose:

#### To Organize Vacation Study Tours.

1. (a) The organizing of journeys, in the course of the summer months, by Dutch young people to foreign countries and the preparation and arranging of their sojourn there for some weeks.

(b) The promotion and coorganization of similar journeys by young people of foreign nationality to visit Holland and the arrangement of the stay of these young people for some weeks in this country.

2. Young people of the male sex, of the educated classes of from about 17 to 22 years of age, pupils of schools for secondary and preparatory for higher education, students of the universities, etc., may participate in these journeys and sojourns abroad.

3. As the committee adopts an absolutely neutral point of view politically, youths of all nationalities may take part in the journeys.

#### Travelers Received as Guests.

4. The committee will also organize exchange journeys; that is, journeys in the form that young people of educated families abroad will be received as guests freely for some time in family circles in this country, while young people of the same families will be staying with the families of their guests. The committee will take care, by making extensive inquiries, both here and abroad, that the young people will be introduced into household circles of only those who are to be recommended in every respect.

5. The committee will take care that those participating in the journeys, both in this country and abroad, shall find a place of residence that responds perfectly to the requirements for the lodg-

ing of young people of the educated classes. By preference, the visitors will not be lodged in hotels or boarding houses.

6. All journeys organized by or on behalf of the committee will be conducted by trustworthy people. The journeys from abroad to this country and vice versa will be made by experienced persons, members of the committee, who will be intermittently among the youths participating in the journey.

7. The first care of the committee is to make the expenses of travel as reasonable as possible.

#### Journeys Are Broadly Educational.

8. The purpose of the journeys to be organized by the committee is, by making the acquaintance of foreign countries and peoples, to widen the mental view and to open the eyes of those taking part to the necessity for friendly relations among the civilized nations of the world.

To achieve this purpose, both in Holland and abroad, visits will be arranged to museums, commercial enterprises, factories, docks, irrigation works, etc., while also by journeys in the country itself the opportunity will be presented of becoming acquainted more thoroughly with the life and morals of the people.

9. Besides the journeys described, the committee organizes study journeys for older youths from abroad and a longer sojourn in Holland. It also places its services at the disposal of such travelers for counsel in every available way. The committee has extensive relations and is able to supply reliable information regarding good and reasonable board and lodging.

The committee maintains an office at 38 Zeekant, Scheveningen, Holland.

## RECENT PROGRESS IN CHINESE EDUCATION.

Chinese education has been revolutionized, according to the secretary of the educational commission from Kiangsu Province appointed by the Chinese Government to study the public-school systems of other countries with a view to improving that of China. For the past eight years China has had a complete system of public schools throughout the Republic, entirely outside of any religious influence whatever. Compulsory education for both sexes between the ages of 7 and 14 has been instituted, with a complete system extending through college. Boys and girls are taught together in the lower schools, but they are separated in the high schools.

Several colleges and universities are wholly coeducational, and throughout the Republic no difference is made in the official status of the sexes.

## COOPERATIVE PLAN IN NEW YORK HIGH SCHOOL.

### Pupils Spend Alternate Weeks in Offices or Workshops—Mercantile Associations Aid School.

"Learning and earning" is a practical idea to the cooperative pupils in Haaren High School, New York City, where more than 575 students spend alternate weeks in the schoolroom and in the offices or workrooms of first-class commercial firms. These pupils had been following this plan in the 10 high schools which they had been attending, and in three months had earned an average of \$14.56 a week. In the interest of efficiency, all cooperative pupils were transferred to a single school.

#### Merchants Cooperate with Board.

Leading merchants' associations are cooperating with the board of education in securing positions for the students. Teachers are assigned to be coordinators between the firms, and the schools arrange for placement, wages, working conditions, etc. The cooperative worker receives the same compensation as the regular employee for the same type of work.

Daily marks include not only those from the instructor for the class recitations, but also a rating based on individual reports submitted at frequent intervals by the department of training or supervisory officer of the employing firm.

#### Instruction Coordinated with Experience.

School instruction and business experience are linked together. Besides such required subjects as English and physical training, such studies are included as give the pupils a mastery of the skill and knowledge necessary to make them more efficient workers in their chosen occupations. The sales girl is instructed in salesmanship, retail merchandising, textiles, and nontextiles; for the clerical worker emphasis is placed on stenography, typewriting, office practice, advertising, and bookkeeping; the technical student may choose shopwork, drafting, engineering, or allied subjects.

#### Location Near Business Center.

The school is located near the business center of the city, and processes of manufacturing, actual merchandising, and methods of arrangement and display are observed and studied at first hand.

On graduation, students often are retained in the employ of the firm that has cooperated with the educational authorities in their training.



## INSTRUCTION FOR WIDELY SCATTERED CHILDREN.

Extraordinary Efforts Made to Reach Every Child—One Teacher Travels 7,769 Miles Annually.

By SARA L. DORAN.

To find means of instructing a scattered population is the greatest educational problem of Queensland. The ways in which that problem is met offer abundant suggestion and inspiration to Americans.

Queensland occupies 670,500 square miles in the northeastern portion of Australia, an area equal to that of Texas, Oklahoma, Kansas, Nebraska, and South Dakota combined. In all that territory live only 683,500 people—fewer than the population of Baltimore.

### Interior Spaces Are Sparsely Settled.

A large proportion of the people are gathered in towns on the seaboard, for Queensland has a coast line of 3,000 miles, more than twice the length of the Pacific coast of the United States. The vast interior spaces of the country are populated, but very sparsely. Some of the cattle and sheep holdings contain nearly 3,000 square miles each, and families live in many instances a hundred miles apart.

The aim of the department of education is to carry instruction to every child in the State, omitting none. Schools are established wherever it is possible to bring together as many as nine pupils. Some of the schools are a full two weeks' journey from the department's base, and the difficulties of inspection are shown by the fact that the ophthalmic inspector travels annually about 7,000 miles by train, automobile, boat, and buggy. Children who live within a reasonable distance are transported to and from school at public expense in the manner familiar in this country.

### Saturday Schools for Distant Groups.

Often groups of from four to eight children live some miles from the nearest full-time school. The bush roads may be too rough for the children to walk or ride over, or there may be no roads at all, but simply tracks through thick scrubs, with dangerous creeks to be crossed. In such cases the teacher of the nearest full-time school arranges to visit the little group on Saturdays; the children are gathered at a central place, and the teacher gives them a few hours' instruction every week. Additional compensation is given to the teacher for the week-end work.

Camp schools receive the children of men in railroad camps. Queensland is

constructing many miles of railroad, and large numbers of men are employed. Many have their families with them. The education department provides portable tent schools and supplies a teacher. When the camp moves on, the portable school is packed on a railroad car and transported to the next stage, and school work is immediately resumed.

### Correspondence Teaching for Many Pupils.

Carefully systematized correspondence instruction is utilized freely for children within reach of the mails, but too far from the schools for even week-end instruction. This work is conducted by special teachers under the department of education. Lessons for two weeks are sent out at once, with complete instructions, so that parents or older children may aid the pupils.

Beyond all these are many children of stockmen, sheep herders, boundary riders, and others who live so far away from civilization that even the mails reach them but rarely; they are practically isolated. To reach these children, a system of itinerant teachers was inaugurated 20 years ago. A single teacher was employed then, but the number has gradually grown to 17.

Each of these teachers is supplied with a specially designed buggy, four to six horses, and complete camping equipment. He also has the services of a boy of from 14 to 18 years of age to attend to the horses, help to pitch the tent, light the fires, lower slip rails, open gates, etc. The teacher is expected to make his own arrangements for camping and food, and thus relieve the parents of this responsibility, and he receives a special allowance from the department for the purpose. The motor car and motorcycle have also been tried, but the nature of the country has interfered with their successful operation. The authorities are seriously looking forward to the perfection of the aeroplane as a solution to the problem.

### Men of Varied Accomplishments.

The traveling teacher must be a good bushman. He must have tact and a kindly disposition to gain the confidence of parents and children, as well as of the owners whose lands he must cross. He must be able to take care of himself and his boy in case of accident and to render

first aid. He must be able to keep his horses and wagon in good condition, and to meet many emergencies that come up in his journeys he is provided with a complete ambulance outfit. Many mishaps have befallen these teachers, but not a life has been lost and no serious accident has occurred.

At each visit the traveling teacher lends a supply of departmental school papers and school library books. He teaches the children, revises the work which has been done since his last visit, outlines the work which is to be done before his return, cheers or reproves, and passes on. He encourages the older brothers and sisters to help the younger ones. The lonely homes look forward with eagerness to the coming of the teacher.

### One Teacher for Area Equal to Georgia.

About 536,000 square miles are covered by the traveling-teacher system. The smallest district is 13,000 miles in area, and the largest 60,000 square miles. But for the itinerant teacher system, 1,778 children in 803 families would be without instruction.

The itinerant teachers try to reach every family where there is a child as often as possible and to stay as long as they can. Each family is supposed to receive four visits a year, but this is not always possible though some families receive as many as seven visits; others have only one. The extent of territory traversed is so great, and much of the country so difficult for traveling that it is a feat for these teachers to succeed as well as they do. In one district the teacher travels 7,769 miles to visit 95 families with 197 children.

## HOLD ATHLETIC SPORTS AT MUKDEN, CHINA.

A plan has just been brought to consummation to hold athletic sports jointly by the three eastern Provinces—Chihli, Shensi, Shensi and Honan—the participants being the students of various universities in the seven Provinces. The expenses are estimated at \$50,000, toward which Gen. Chang Tao-lin is reported to have contributed liberally. Preparations are being made to level the ground and construct the necessary buildings, the site being selected at Asiacheyin.—*From the report of A. W. Pontius, United States Consul General.*

## OKLAHOMA CITIZENS' CONFERENCES ON EDUCATION.

Rural education and country life will be the subjects of three Federal and interstate conferences in Oklahoma during June. These conferences will be held at Alva, June 19-21; at Ada, June 22-24; and at Durant, June 25-27. Present conditions and needs of education in the United States, especially in Oklahoma and neighboring States, will be discussed. Citizens rather than professional educators will dominate these conferences, although many school officers are expected to take part.

## TYPICAL PROVISION FOR EXCEPTIONAL PUPILS.

**Special Classes for Gifted Children, for Normal Pupils Retarded, and for Dullards.**

Eighty-two special classes in Oakland, Calif., care for children who would be misfits in an inflexible grading and promotion system. More than 2,000 children each semester enter these classes, and most of them succeed in the work they are given to do; under an inflexible system, most of them would be failures. These classes are called, respectively, atypical, limited, opportunity, and accelerated. Gifted pupils are not yet sufficiently provided for, but more than 1,200 special promotions are made each semester. When these pupils reach the high school they do the best work of the school.

Special atypical classes are for children who are found by actual trial in school work and by mental test to show such mental retardation that they can not make satisfactory progress in a regular class with a reasonable expenditure of time and effort. Pupils in such classes usually have a mental retardation of three years or more. These classes are limited to an enrollment of 16 pupils each. The course of study varies widely from that of regular classes, manual work being strongly emphasized.

Special limited classes are for children who are so slow or dull mentally that they can not keep pace with regular class work. The purpose of such classes is to accommodate the overage, slow pupil, modifying the content of the course of study and the rate of progress so that such pupils may pass up through the grades, getting the most essential parts of the work of each grade and passing on for some training in the upper grammar grades or junior high school before the compulsory age limit is reached. Most of these pupils, if held to a rigid standard of regular grades, would reach the compulsory age limit and would pass out into industrial life long before finishing the elementary grades. Twenty-five to thirty pupils is expected to be the maximum for a class.

Special-opportunity classes are for those children who have good mental capacity, but because of lack of progress, due to illness, moving about, or other cause, are working in grades below where they should be. The purpose of these classes is to give such help as is needed quickly to adjust the pupil to take up work with a regular class which fits his capacity and needs.

Accelerated classes are for those pupils who have superior capacity. They may take an enriched program or progress more rapidly, or both. Any group of children moved on together from one class toward a higher group at a rate more rapid than normal should be classified under this head.

## EMPLOYERS WILL TRAIN PAPER-MILL WORKERS.

**Two Textbooks Completed and Three Others in Preparation—Detailed Survey of Industry.**

Training its employees for promotion will be undertaken by the paper industry of the United States and Canada. After three years of preparation and the expenditure of \$30,000 in preparation of textbooks, the paper manufacturers have carried to a successful conclusion an important industrial educational work, and is now ready to train its mill workers.

This was the report presented to the annual convention of the Technical Association of the Paper and Pulp Industry of the United States when the joint educational committee of the American and Canadian associations presented the first two of the series of five books prepared for paper-mill workers. Three more volumes, completing the series, will be ready before the students have completed the first two.

The report was accompanied by a detailed survey of the industry made to determine the lines of promotion within the industry as a guide to workers for what higher jobs they should be trained in order to be able to more quickly win advancement.

## ASSOCIATION TO DISSEMINATE INTERCOLLEGIATE NEWS.

Increased facilities for procuring news of other colleges have been provided by the recent formation of a new press association composed of representatives of the papers of the University of Southern California, Pomona, Redlands, University of Arizona, University of Nevada, Davis, Whittier, California School of Technology, and Southern Branch of the University of California.

The organization will be known as the Southwest Intercollegiate Press Association, and it is stated that its purpose is the dissemination of intercollegiate news. It had its inception in a convention of college editors held during the Christmas holidays.

## GREAT TECHNICAL INSTITUTE FOR PITTSBURGH.

**Large Sum Donated Conditionally to Carnegie Institute of Technology—Must Raise Half as Much Otherwise.**

Carnegie Institute of Technology and Carnegie Institute of Pittsburgh will receive \$17,400,000 from the Carnegie Corporation, with certain conditions. It is planned, if the action can be taken legally, to separate the Carnegie Institute of Technology from the Carnegie Institute of Pittsburgh, the latter comprising the fine arts and museum department and the library. It is expected to develop at Pittsburgh a great technical institute for young men, and particularly those in moderate circumstances, not only of the Pittsburgh district but of the whole country.

Under the present financial arrangements the greater share of the \$17,400,000 award goes to the Institute of Technology, \$5,640,000 being assigned outright to cover expenses for a period of 25 years, \$600,000 to be available at once for constructing a new gymnasium, and \$350,000 for repairs and replacements of equipment. To the Carnegie Institute of Pittsburgh an additional endowment of \$2,000,000 is appropriated, and \$672,000 is listed as cash to be used at the discretion of the trustees.

Conditional upon equal sums being raised, \$200,000 is awarded the Carnegie Institute of Pittsburgh, to accrue in 15 years for endowment of educational work of the museum and art gallery. For Carnegie Institute of Technology \$8,000,000 is appropriated, the maximum to be paid by July 1, 1946, or a basis of \$2 for every \$1 raised from other sources.

The corporation commissioners declare that Carnegie Institute of Technology has far outgrown its original scope. Although established by Mr. Carnegie to serve primarily, if not exclusively, the young people of Pittsburgh, nearly half of its present student body of 4,000 comes from regions other than Pittsburgh.

Twenty-two new schools will relieve the overcrowding of New York City schools when the autumn term opens. An estimate made by the superintendent of school buildings shows that by the end of the summer vacation over 29,000 new sittings will be added to the present accommodations. This is expected to decrease the number of part-time pupils by two-thirds. At present there are 83,428 pupils on part time in the elementary schools alone.



### THREE ASPECTS OF POLISH EDUCATION.

University Professors Poorly Paid—  
Women a Problem in Higher Institutions—Economy in Decreased Birth Rate.

By W. S. JESSEN.

University professors in Poland must constantly hesitate between going underfed or shabbily clothed. Those who have families face a problem much more complicated. The earnings of a gymnasium (secondary school) teacher in Poland are higher than those of a university professor, and the rural elementary school-teacher is better off than any other member of the profession. The university professor has less hours per week of actual teaching than his gymnasium colleague, therefore the total remuneration of the former is less, although his rate of pay per hour is slightly higher. As to the elementary school-teacher, his living conditions are improved by free quarters and various gratuities, such as articles of food, fuel, etc. In addition, his rural habitat does not impose on him those costly requirements of personal appearance and general "presentation" that must be met by the city teacher.

The salary of a teacher compares with that of a skilled industrial worker as 1 to 3. For example, a skilled bricklayer in Poland earns 1,200 Polish marks a day, while an elementary teacher is paid at the rate of 400 Polish marks a day.

The "woman problem" is agitating the Polish universities. The general proportion of women amounts to 30 per cent, and in some universities it is as high as 50 per cent. The majority of the higher institutions in Poland lack the necessary space and equipment to accommodate the enrolled numbers of students, and instruction is carried on only by the most earnest efforts and sacrifices on the part of the professors and the community. Appeals are constantly made to the Government and to private generosity to assist in the provision of necessary funds. Under these circumstances, it is often questioned whether the higher education of women is of any real value to society. It is argued that most of the girl students will eventually become married and will never make any use of the knowledge which is imparted to them under indescribable difficulties and sacrifices.

The problem will become especially acute when thousands of former students

or high-school graduates now serving in the army return to seek admission to higher educational institutions.

As one solution of this problem, it is proposed to establish a women's university in Warsaw, and funds for this purpose have already been offered by sponsors of the movement.

In introducing the universal elementary school system the Polish ministry of education takes full advantage of the decrease of birth rate during the war and provides for a successive annual increase of schools until 1927, when the elementary school enrollment will come to the lowest ebb corresponding to the lowest ebb of births in 1920. In this way the race between the school-building activity of the ministry and the number of children to be instructed will be easily won by the ministry, so that by 1927 all children of school age will be in school.

Naturally, after that date the annual enrollment will increase rapidly, just as the birth rate did increase after the war, so that another effort will be necessary to keep pace with the new jump of enrollment.

### HEAVY ENROLLMENT IN BIG UNIVERSITIES.

New York University is now the largest in the United States, having an enrollment of 11,237 students, according to figures compiled by Raymond Walters, registrar of Lehigh University. This includes only students in actual residence for the college year and does not count those enrolled in extension or correspondence courses or summer-school students. The University of California, with 9,435 students, is second; the University of Michigan is third, with 8,255 students; and Columbia University is fourth, with 8,069.

Other universities, with their enrollments, are: University of Illinois, 8,052; University of Minnesota, 7,451; University of Pennsylvania, 7,094; University of Wisconsin, 6,872; Northwestern University, 6,798; Ohio State University, 6,608.

New York University also has the largest schools of law, medicine, and commerce. The five largest law schools have the following enrollment: New York University, 1,007; Harvard, 879; Columbia, 481; Michigan, 423; University of Texas, 317.

Intermediate schools of agriculture with two-year courses for farmers' sons will be established in Quebec in accordance with legislation recently enacted by the provincial legislature. The first school will be at Rimonske, and if it is successful others will be established.

### HIGH SCHOOLS ADOPT DAY NURSERIES.

Pupils Raised Part of Money Necessary—Girl's Receive Practical Training in Child Care.

Day nurseries have been established in four Oakland (Calif.) high schools. The nurseries were established with funds from the Health Center and the Junior Red Cross shop which is a business venture of the school children of Oakland; but the equipment and running expenses were not provided for. So each of four high schools adopted a nursery. One of the schools had a junk parade and sale. The shop department of another built the screen porch on its nursery on Saturday afternoons. A third held noon dances and a doll sale. All of the sewing, linoleum laying, etc., was done by students. Hobbyhorses, go-carts, kindergarten tables, and toys were among the results of donation parties. The four schools are still maintaining the nurseries.

Daily care for 100 babies and small children has been provided through these nurseries, and more than 100 high-school girls are getting practical experience in caring for children in a scientific way. They are real students of child care in a real laboratory. The work includes not only demonstration and practice in actual management of children, but also education in proper standards of home sanitation.

### HOME ECONOMICS COURSE FOR MEN.

Men will be encouraged to learn how food is prepared, which foods are most nutritious, and how to combine them to make a balanced menu, in a special home economics course at the Kansas State Agricultural College. In order to make this course popular, it has been opened to anyone in the college, without prerequisites. It is expected to help men to select meals when away from home as well as to understand what goes on in their own kitchens.

College graduates are trained to be high-school teachers in Boston under a plan of cooperation between the school of education of Boston University and the Boston Board of Superintendents. The students engage in practice teaching in the first semester, and in the second normal work is taken in the school of education, and, all requirements being met, the candidate is awarded the degree of Master of Arts.

## SCHOOL LIFE

Issued by the Department of the Interior,  
Bureau of Education.

Editor, JAMES C. BOYKIN.

**TERMS.**—Subscription, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to presidents of universities and colleges, State, city, and county superintendents, principals of normal schools and of high schools, and a few other administrative school officers. Remittance should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be by cash or money order. Stamps are not accepted.

JUNE 15, 1921.

### NATIONAL CONFERENCE ON STANDARDS FOR COLLEGES

Is the time ever coming when we shall have a commonly accepted definition of a college and a national list of approved colleges and universities? It is still too early to predict such a turn of events with certainty, but definite steps in this direction were taken at a joint conference held by the American Council on Education and the National Conference Committee on Standards of Colleges and Secondary Schools in Washington, May 6 and 7 last. Dean Kendric C. Babcock, of the University of Illinois, presented the case for a national definition and a national list of colleges from the point of view of the voluntary organizations dealing with higher education, such as the Association of American Universities, the North Central Association of Colleges and Secondary Schools, and the Association of Colleges and Secondary Schools of the Southern States. Dr. George F. Zook, specialist in higher education of the United States Bureau of Education, discussed the progress made by State departments of education and State universities in the standardization of colleges. Dr. Robert L. Kelly, executive secretary of the Council of Church Boards of Education, described the activities of the Protestant church boards in raising the standards of higher institutions under their control. Dr. Edward A. Pace, of the Catholic University, did the same thing from the Catholic point of view.

In the discussion it became apparent at once that an increasing number of voluntary organizations, State departments of education, and church boards of education are establishing standards for higher institutions and are publishing lists of colleges and universities which meet their respective standards. Very few of the sets of college standards are identical, although there is a strong resemblance between them. The result is increasing

chaos in the matter of what colleges and universities may properly be regarded as standard institutions.

The need for a generally accepted list of higher institutions grows. Foreigners wish to know what American institutions are of superior character. State departments of education need to know from what institutions they should accept graduation certificates in lieu of examination requirements. Individual institutions accept students from other institutions and need adequate information about the standard of work at all other institutions. More than all others, however, individual students who contemplate entering college need to know what institutions are recognized to be of high standing. Doubtless thousands of students annually are induced to enter colleges of inferior grade. Such institutions have little holding power and many a student leaves college before graduation who might be saved if he had the information in the beginning to enable him to select an institution of superior character.

In the discussion Chancellor James H. Kirkland, of Vanderbilt University, and others emphasized the unsatisfactory character of the present types of standards. They are quantitative rather than qualitative. They measure the institution's capacity rather than the actual product. Such standards will ultimately be superseded by others which more adequately measure what the institutions are actually doing. In this connection, the growing agitation for tests and measurements of various kinds bids fair to become of great importance. If the time ever comes when the standing of an institution is determined by its product, colleges and universities will begin to think less of student numbers and more of the quality of student work. Students of superior ability and willingness to work will be sought and encouraged as they can not be under our present quantitative standards.

### ADDITIONAL AID FOR NEEDY STUDENTS.

Yale students who are working their way through college will receive free tuition from the university if they maintain an average of 90 or more in their studies. Students who do not attain the A grade will receive remission in proportion to their scholastic standing. This action is in line with the policy of the university to encourage students who need and deserve financial assistance. In connection with the announcement, the statement is made that one out of every two Yale undergraduates is earning part of the money necessary for his education.

Those in the upper-class years who become beneficiaries of such scholarship

aid are expected to accept the assistance as a loan with the idea that within five years after graduation they will repay the obligation without interest, in order to make these funds available to future students.

Character and personality as well as scholarship are taken into account in granting remission of fees. In the case of a candidate for the freshman class, the indorsement of his school authorities and of Yale men is to be taken into careful consideration. The degree and nature of his need are also determining factors.

### ENGLISH CELEBRATION OF SCHOOL WEEK.

Education week was recently celebrated in Northampton, England, and for that week all public activities centered around the cause of education. The schools were open in the mornings for inspection by the many visitors who came to the town, but were closed in the afternoons so that the rest of the day might be devoted to the various functions arranged.

The program for the week was so planned as to bring into prominence every aspect of educational activity. An exhibition of pupils' work was the occasion of admiring surprise on the part of persons whose acquaintance with the work of the schools had not been renewed since their own childhood. Gymnastics, dancing, singing, and dramatics by pupils and lectures by noted educators were among the features.

### WILL NOT ALLOW ANARCHISTIC TEACHING.

Radical private schools, advocating the overthrow of Government by violence, will not be allowed to continue in New York under the new Lusk antiseditious law, which makes all schools subject to the license of the board of regents. Such license is revocable if the regents find that violent measures are advocated by a school.

Public schools will have only teachers loyal to the Government. The new law provides that each teacher in the public schools throughout the State must obtain from the State commissioner of education a certificate of good moral character, and that no such certificate shall be issued to any person who has advocated "force, violence, or other unlawful means" to change the form of Government.

Art instruction is given to selected school children on Saturdays at the Museum of Art of Cleveland, Ohio.



## CITIZENS' CONFERENCE ON EDUCATION.

Bureau of Education Will Conduct Meeting in Connection With National Education Association.

Statesmanship and public welfare as related to the condition and needs of education in Iowa and neighboring States will be considered at a citizens' conference to be held in Des Moines, Iowa, on June 30, July 1, and July 2 by the United States Bureau of Education, with the cooperation of the governor, the State superintendent of public instruction, and the State board of education of Iowa, and the chamber of commerce of the city of Des Moines.

### For Moral and Spiritual Development.

Values of education for citizenship and national safety, for public health, for moral and spiritual development, for child welfare, and for material wealth will be discussed at the opening session on Thursday, July 1. Among the speakers will be Dr. J. J. Tigert, United States Commissioner of Education, and Dr. P. P. Claxton, former Commissioner of Education.

City schools, rural schools, education in villages and small towns, higher education, extension education, and the community center will be features of six section meetings Thursday afternoon. The post office and the public school will be the subject of an address by Will H. Hays, United States Postmaster General, at the general session on Thursday evening.

Rural schools will be the main topic at the Friday morning general session. Programs for better rural schools in the various States will be suggested. Some needs of the rural schools and how to obtain them will be discussed with regard to better teachers, longer terms, and more adequate support. Further discussion of the improvement of rural schools will take place at the afternoon section meeting with regard to health education, free public libraries, and supervision.

### Value of Higher Education in Democracy.

Higher education as an influence in upholding American ideals and the value of higher education in democracy will be subjects at another section meeting. City schools, from the standpoint of moral training and civic and patriotic instruction, and the community center as an agency in extension education, will be taken up at other section meetings the same day.

Henry J. Allen, governor of Kansas, will speak on the responsibility of the State for industrial justice at the last

general session, July 1. Other addresses will be on "How to Provide Adequate Support for Public Schools," by Horace M. Townner, Member of Congress from Iowa, and "The Community Capitol," by M. Clyde Kelly, Member of Congress from Pennsylvania.

## OUTSIDE WORK DOES NOT AFFECT SCHOLARSHIP.

Result of Experiment in New York High School of Commerce—Working Boys Study Well.

Outside employment for a few hours a day does not materially affect the scholarship of pupils in one annex of the High School of Commerce, New York City. The records of 804 boys, of whom 187 were employed, were considered. Positions filled by the boys covered 20 types of employment, including bell boy, file clerk, soda dispenser, office boy, newsboy, salesman, mechanic's assistant, and page. Salaries ranged from \$2 to \$14 a week, and averaged \$6.54 a week.

Promotions and failures in the employed group were compared with those in the unemployed group, and school mortality with regard to both groups was noted. The results show that in these cases the extra work did not affect the pupils' scholarship. As for leaving school, it seemed that some of the employed pupils were impressed with the realization that they could fill only "blind alley jobs," and consequently the value of a high-school education became more real to them. At any rate, a smaller percentage of employed than of unemployed pupils left school.

The pupils who attended the morning school sessions and did outside work in the afternoon were more than twice as many as those who followed the opposite plan. No difference was noted in the scholarship results of the morning and afternoon groups.

It was recommended that pupils who work or desire employment should be segregated in one annex in each high school, where the curriculum could be adjusted to changing conditions.

Eight "neighborhood schools" have been established in Oakland, Calif. In addition to providing the usual education for the children of school age in its particular district, a neighborhood school provides a center for the civic, educational, social, and avocational life of the entire community, both children and adults, which forms its appropriate neighborhood.

## KINDERGARTENS PREVENT RETARDATION.

One-Third the Children Formerly Repeated Work of First Grade—Proportion Is Much Less Now.

In a recent study of attendance figures made by Mr. W. F. Webster, assistant superintendent of the Minneapolis public schools, the kindergarten is found to be an important factor in cutting down retardation. In the years 1900 to 1910 approximately one-third of the children in the Minneapolis schools were obliged to repeat the work of the 1B grade, but as kindergartens began to be established the distribution of children for each grade became more regular.

The gradual decrease of wasteful retardation is largely effected by the proper functioning of the kindergarten, Mr. Webster asserts. Children get off on the right foot, and it is easy for these fortunate children to go from grade to grade without stumbling. For getting the right start, the time in the kindergarten appears to be just as worth while as the time spent in the first grade.

Certain habits necessary to school life are established here as easily as a year later. A child must be "broken" the same as a colt. To do as one is told when told, to live amicably in a group, to establish solidarity, and to recognize the rights of others are at the very foundation of democracy's ideal school. This training is valuable in its effect, just as learning to read is valuable, and the cost is almost negligible.

Mr. Webster shows that it has been the best kind of economy to provide kindergarten training for the beginning children instead of paying for them to do the work in the 1B grade twice over. He describes "the happy confidence of the child who never stumbles and falls," and his conclusion is that in the light of the facts that he has presented "the kindergarten is an asset and not a liability."

Massachusetts high schools have little more than half the enrollment they should have, according to the assistant commissioner of education of that State. Of 150,000 children who should be in the high schools only 81,000 are enrolled. The average child receives only six and seven-tenths years' schooling. Of 1,000 children who begin school training only 634 reach the eighth grade, 342 the high school, 150 the senior class in the high school. Of this number only 140 will receive diplomas, and of these 72 will enter college and 30 will finally graduate.

## DENTAL PUBLIC SERVICE IN JAPAN—ITS PRESENT CONDITION

By Dr. TAMEJIBO KAWAKAMI, Professor of the Tokyo Dental College.

Dental public service in Japan has made great progress in recent years as in other countries of the world. Serious harm which one's oral sepsis inflicts upon his general health being well recognized by Japanese in general, the importance of oral hygiene finds an active response on the part of the educators and the civil officials as well as physicians and dentists, the more so because of the popular approval of the theory of focal infection, recently developed in the United States. Hygiene for children also attracted the attention of the Government officials upon the conclusion of the recent European war and caused several institutions to be newly established and developed.

### Dental Association Has Contributed Much.

The Dental Societies' Association of Japan is the most comprehensive dental association in Japan, combining 65 dental associations throughout the country since its inauguration in 1893. It is constantly striving toward the study of dental administration and popularization of oral hygiene, and has, in fact, contributed a great deal for the dental public service in Japan. The president is Dr. Morinosuke Chiwaki.

Oral inspection of school children is carried out by the school medical inspectors in elementary schools, in compliance with the legal provision regarding the school medical inspection.

### Oral Inspection Practiced Regularly.

The educational department ordinance of March, 1900, regulating medical inspection of pupils from elementary course to college course, specifies that oral inspection must be carried out annually together with other physical inspection, giving "teeth" as an item, and in its revision of 1912, modified the specification into an examination of "decayed teeth," in particular, which apparently excludes attention to other oral diseases. This is perhaps because of the fact that Japanese schools take their medical inspectors' staff exclusively from physicians and can not require of them the minute dental examination of the children's teeth. The medical (sanitary) authorities of the educational department, however, are earnestly endeavoring to make good this defect, and give lectures to the school medical inspectors in the department every year in order to let these physicians learn something of dental specialties from the dental specialists. Moreover, people are alive to the

influence which defective teeth exercise upon the health of children, and fully appreciate the urgent necessity of providing their schools with dentists; so the day to see modification of the school medical-inspection regulation which will require the provision of a dental surgeon for each school may not be far distant.

### Some Cities Employ Dental Assistants.

In certain cities and districts where people entertain advanced ideas in sanitation a dental assistant to the school medical inspector is engaged to allow children to undergo a fuller oral inspection, and in Tokyo they commenced, in 1919, to let school children undergo an inspection by dental experts in civil practice, i. e., dentists not of the regular school inspector staff. Kyoto (which is the former capital, with a population of 591,305), and Hiroshima (one of the largest cities in the west, population 160,504), practice a similar method. The percentage of children suffering from decayed teeth was found as follows in the recent inspection:

Name of examiner.	Towns.	Percentage of children suffering from decayed teeth.	Percentage of decayed teeth.
Kawakami.....	Tokyo.....	89.5	21.0
Do.....	The suburbs of Tokyo.	86.0	.....
Yamamoto.....	Kyoto.....	91.0	15.4
Nitono and Matsui.	Chiba.....	98.9	23.0

### Many Children Have Decayed Teeth.

These figures show that the average number of sufferers from decayed teeth among Japanese children in the city schools are some 90 per cent, almost at the same level as that of Europe and America. At the joint inspections by Drs. T. Kawakami and S. Endo in June, 1919, in the Fourth Middle School, of Tokyo (at present a typical one in the prefecture from the standpoint of instruction), among boys whose ages range from 12 to 19, the sufferers from decayed teeth stood at 90.1 per cent, and the average number of decayed teeth was four to each sufferer. Naturally, the condition was found in the lower first molar more than in any other tooth. An investigation at the Bancho Elementary School, in Tokyo, on July 8, 1919, showed that of the 1,143 children there were 159 (13.8 per cent) not making use of the

toothbrush at all, but the number decreased to 32 (2.8 per cent) after a lecture on hygiene.

### School Dental Clinics.

Few Japanese elementary schools are provided with dental clinics. We much regret this, and are endeavoring to persuade the educational authorities to appreciate the defect, and we have come to the conviction that several schools in Tokyo and Osaka should be provided with them in the near future. Not a few middle schools (in which the boys are chiefly from 12 to 17 years of age or more) and girls' schools, however, are provided with them. In the First Middle School of Tokyo prefecture Dr. M. Tone opened a clinic in April, 1918, and the Third Girls' School of the same prefecture has had one since 1915. Many elementary, middle, girls', and normal schools now provide a room where the students may clean their teeth.

### Free Dental Dispensaries.

These are not many in number, also to our regret. Tokyo has had one these several years in the naval hospital (accessible to the public also) under the direction of Dr. T. Takashima. The Tokyo Municipal Electric Work (street car and light) Committee opened a dispensary for its workmen in August, 1920, started by a philanthropic cooperative association to which drivers, conductors, signalmen, workshop employees, and other laborers only are admitted. This dispensary had a dental clinic, chiefly attended by Dr. T. Hasegawa. Again, the Saisei-Kwai (a philanthropic association having as its foundation the fund contributed by the late Emperor Meiji) is going to open a dental clinic in the near future.

### Industrial Dental Dispensaries.

These have increased in number during recent years. Since the factory law was passed in 1919, several factories have installed their own dental dispensaries for the treatment of their workpeople. These have been especially successful among the raw silk mills' workers of Nagano prefecture (the largest silk-producing district in Japan). A number of dispensaries have also been started in the various mining districts. The one with the finest equipment is found to be that of the Japan steel factory of Muroran, in the Hokkaido (the North Island or Yezo), for many years under the superintendency of Dr. H. Ishihara. Last November the Hidachi gold mine (about 80 miles northeast of Tokyo, owned by Mr. F. Kuhara, who made a fortune in the recent war) established a very fine dental clinic, headed by Dr. S. Aoki, for the benefit of the miners.



### Oral Hygiene Exhibitions.

Several of these have been held in recent years, either independently or subordinate to the general hygiene exhibitions, and a number of specimens, models, and charts have been shown to enhance the public knowledge of oral hygiene. The Dental Societies' Association of Japan has prepared three sets of specimens for exhibitions, each consisting of 45 models and 65 pictures, and offers them free of charge to any exhibition to be held. A hygiene exhibition seems to be one of the most popular public entertainments for the up-to-date Japanese and interests people at large, men and women, old and young.

In consideration of this the bureau of hygiene has been encouraged to hold a number of these exhibitions in quick succession in combination with various private societies having a similar object in view. The same bureau has this year opened a hygiene exhibition, giving, of course, a place to oral hygiene, and has enlightened the Tokyo people in no small measure, attracting visitors to the number of 30,000 during the session between October 24, 1920, and November 21. The bureau took this opportunity to attempt a step further toward the prevention and stamping out of such alleged national diseases as tuberculosis, trachoma, and dental ailments, etc., emphasizing the necessity of taking precautions against them. They held "Tuberculosis day" on October 30, "Oral hygiene day" on November 5, and "Trachoma day" on November 3, in 1920, this being the first attempt of the kind in this country. That this step has awakened the people to the necessity of being on their guard against dental ailments is very interesting to us, and shows the great advance which the theory of oral hygiene has made in recent years.

### Public Propaganda for Oral Hygiene.

*Oral hygiene day.*—The success of "Oral hygiene day" was due to the efforts of the Dental Societies' Association of Japan and the Tokyo Dental Association. They got nine motor cars for general propaganda and several others to assist, assigning three each to the three divisions into which the city had been divided for the work of the day. In each of these cars one or two dentists, accompanied by press men and civil officials, set out and, flying the flag of propaganda for precaution against decayed teeth, ran through almost all the important streets of the city and delivered speeches at almost every corner and square to impress the people of the dangers arising from neglect of the teeth. In addition, about 500 students of the six dental colleges of the city sta-

tioned themselves at more than 60 posts here and there in the town in groups of half a dozen or so, and distributed handbills and the small flags of dental propaganda among the passers-by. As the handbills and small flags thus given out number 200,000 and 50,000, respectively, it follows that nearly 1 out of every 10 of the 2,173,162 inhabitants of Tokyo was presented with either a handbill or a small flag in this way.

### Further Campaigns Have Been Arranged.

The publicity of this "Decayed-teeth day" movement was extensive. The chief dailies of the city all gave their assistance and popularized its purport throughout the country. Encouraged by this success, further campaigns of a similar nature have been arranged, one to be held next year. None of the Japanese cities has as yet inaugurated an oral hygiene week like that of New York as their municipal work, but they pay due attention to movements of this sort, and we may well expect to see such a movement realized on a somewhat large scale under public auspices in the near future. As an instance of its practice in a limited scope, we may mention the Hikawa Elementary School of Akaska (this district being chiefly inhabited by the educated class). Mr. S. Asakura, the master of this school, is an earnest advocate of oral hygiene. He appointed an oral hygiene week in his school in December, 1916, this being his first attempt, and repeated it between May 30, 1920, and June 5, on both occasions presenting to his pupils the necessity of oral hygiene.

The result of his first attempt was, that on the first day of the week of the 834 children of the entire school, only 479 (58 per cent) made use of their toothbrush, while at the end of the week the percentage of those using the toothbrush once a day only was 96 and those using it twice a day was 78.

The writer fully trusts that Japan will soon witness "Oral hygiene week" carried out in the same manner as it has been in New York and in other western cities.

### Free Oral Hygiene Lectures.

These lectures are held very often in various parts of the country. They are given in the elementary schools, middle school, girls' schools, and normal schools. There are also lectures given for the general public.

*Oral hygiene lectures by the Dental Societies' Association of Japan.*—The association has for its members the dental specialists of the country and has up to this time done much for the promotion of oral hygiene throughout Japan.

Their lecture corps commenced its work in 1914, with Dr. Yoshio Mukai as one of the lecturers. His lectures are frequently given in connection with the various exhibitions, hygienic and otherwise, accompanied by pictures from his magic lantern, and also by moving pictures having for their subjects "Oral hygiene" or "Toothache." The films are chiefly imported from the United States, and the lantern slides have been specially designed for the association by Dr. Okumura.

### Lecturers Supported by Private Funds.

*Travelling oral hygiene lectures.*—Mr. Tomijiro Kobayashi, of Tokyo, has spent an immense amount of money from his own pocket for the popularization of oral hygiene, and has financially supported this lecture corps, beginning with 1913 up to the present. The corps travels about the country and freely offers their services for a talk on oral hygiene to any elementary, middle, girls', or normal school and also to the general public.

Mr. Kobayashi inherited a strict devotion to Christian doctrines from his late father, who originated the idea of this lecture corps, it being a natural outcome of his sincere religious altruism. The corps has among its lecturers Drs. Sosaku Midorikawa and Ginsaburo Shimidzu. To the former is to be accredited the honor of having outlined the plan for the lecture corps in accordance with Mr. Kobayashi's idea, who assisted him to put it upon the solid foundation on which, very fortunately, it stands at present. This, no doubt, is fully worthy of a minute description in the history of Japanese oral hygiene. Mr. Kobayashi has also given large contributions in his efforts to popularize and spread oral hygiene knowledge.

### Oral Hygiene Summer Lecture Class.

This was first opened in August, 1918, in Tokyo. Nearly 300 teachers, selected chiefly from the elementary schools, besides a number of instructors from the middle and normal schools, throughout the country, attended a very successful course of lectures delivered by physicians of high standing and by dental specialists. The course covered one week. The second lecture, held in Tokyo in 1919, and the third one, held in Kyoto in 1920, met with similar success. On all these three occasions Mr. Kobayashi had been generous enough to defray half the traveling expenses of each attendant.

### Dental Education in Japan.

Finally, a word about the dental education in Japan. Japan has 12 dental schools at present, of which 10 admit boys only and two girls only. Of these,

four, known by the names of "Tokyo," "Nippon," "Osaka," and "Toyo," have the same standing as the regular United States dental colleges, and students are licensed to practice upon their graduation without Government examination. The Tokyo Dental College, at present under the direction of Dr. M. Chiwaki, dates from 1880, and is the oldest dental institution in Japan and continues to send out the largest number of graduates every year, 70 per cent of all the dentists in the country being alumni of the Tokyo Dental College. Dr. Chiwaki has been the head and dean of the college for a score of years, from 1900 to 1920, and is accredited with the highest honors in Japanese dental circles.

#### Aided by Private Munificence.

Last year he generously consolidated the college he had founded into a juridical foundation, the whole contribution being valued at 450,000 yen, or 225,000 American dollars. In addition to this, through Dr. Chiwaki's efforts the sum of 650,000 yen (\$325,000) was presented to the college, contributed by alumni, dentists at large, and public-spirited citizens. The latter fund is intended for the enlargement and extension of the college buildings and equipment. Other schools besides the above-mentioned four are of a little lower standing, being chiefly night schools, and their graduates are licensed to practice after passing Government examinations, which are held every year.

Japan has not yet established a dental college under Government control. Two medical colleges only among the various universities have dental departments; namely, the Tokyo Imperial University and the Kelo Gijuku University (founded by the late Mr. Yukichi Fukuzawa). Three medical schools of high technical grade in the cities of Chiba, Nagoya, and Kyoto, admitting directly the graduates of the middle schools (explained before), and giving four years' instruction, have also their dental department, but they are provided with clinics only, and no lectures are given.

#### Licensed Dentists Rapidly Increase.

The number of licensed dentists in Japan at present, according to statistics taken in February, 1920, is 6,400, or six times the number in 1907. To this number is added the newly licensed dentists, numbering about 600 every year. This is a hopeful sign and the road leading to a general understanding of oral hygiene in Japan stretches before us bright and promising.

School-boy traffic officers protect children on the streets near 25 St. Louis schools.

### OKLOHAMA CONFERENCE ON RURAL EDUCATION.

Practical and possible ideals in rural education and country life for Oklahoma and neighboring States will be the subject of a Federal and interstate conference on rural education and country life, at Alva, Okla., June 19-21.

The country church as related to the country school will be the topic of a symposium on the opening day. Recent progress in rural education in each of 11 States will be taken up, with their programs for improvement. Conservation of rural health, consolidation of schools in certain States and in the country at large, and the improvement of one-teacher schools where consolidation is impossible will be considered at the various sessions.

Problems of the rural teacher, the grade teacher, the high-school teacher, the vocational teacher, and the county superintendent will be studied at different section meetings. What State normal schools and State teachers' colleges should do in the preparation of teachers for country schools and rural leadership will be discussed by professors from several normal schools.

### HEALTH CERTIFICATES FOR SCHOOL CHILDREN.

The Berlin city council have decided to extend the present sanitary regulations. One of the first measures is to include a medical examination of the school children. A health certificate for each child is to be required, and examinations will be made at various intervals by the school physician. Many cities have already begun this system, including several of the former suburbs of Berlin. The school physician is to hold consultations at fixed hours at least twice a week for the school children. Through this program it is hoped that the number of children under medical control will be increased. Pupils in the high, technical, and commercial as well as the evening schools are also to be under medical control in the future.—*Berliner Tageblatt*, reported by United States Consul John E. Kehl.

London school children may not see any more free performances of Shakespeare's plays, as they have been doing. The district auditor, to whom educational accounts of the London county council are submitted, has disallowed £5,000 spent by the council for this purpose. Educators hope that means will be found for the children to continue to see Shakespeare's plays, for nothing of recent years has had a more vitalizing effect upon the teaching of literature.

### STUDENTS ENFORCE DISCIPLINE AT PRINCETON.

Offenders Are Tried Before Undergraduate Tribunal and Its Decisions Are Enforced by the Faculty.

Undergraduate control of student morals is now in force at Princeton University, where the senior council has power to recommend the punishment of students for acts "tending to lower the good name or the moral standing of the University" without giving reason or evidence to the faculty.

The senior class recently came to the conclusion that, although students could not be expected to report offenses to the faculty, they would be willing to give evidence to an undergraduate body, with the understanding that it should go no farther. Thereupon the faculty passed the measure giving the council control of the situation.

The senior council, an elective body, usually including the class officers, the major sport captains, and the heads of the important campus activities, holds a regular meeting once a week. Students charged with offenses may be called to this meeting to answer the charges. They may bring witnesses to testify in their behalf and, while the testimony of the proctor or the faculty would be admitted in their favor, such testimony would not be allowed against them. The proceedings are in secret. Although the council has no means of forcing undergraduates to testify, they never fail to respond, it is said, no matter what giving evidence in this way may cost them. The trial is conducted under the honor system, and the word of the defendant is of greater weight than circumstantial evidence.

In case the defendant is judged guilty, the president of the council reports to the faculty that the council recommends certain penalties, a recommendation that is accepted without question. The student has the right of appeal to the discipline committee of the faculty, but such an appeal is unlikely, since the council has the solid backing of the undergraduates.

A presidential decree concedes an additional daily allowance of \$3 to the professors of the normal schools of Cuba who are to remain out of the country to perfect their studies. Before the provisions of this decree went into effect, in accordance with the law of March 16, 1915, the professors had \$3 a day as allowance, whereas now they have \$6.



## AID FOR AMERICAN STUDENTS IN EUROPE.

**University Union Making Arrangements for Continued Existence—As Necessary in Peace as in War.**

With the support of more than 50 American universities and colleges and of governmental and educational authorities in Great Britain and on the Continent, the American University Union in Europe, established during the war, is making plans to continue its existence permanently as an international clearing house of scholarship and amity. President H. P. Judson, of the University of Chicago, is chairman of the board of trustees, and President John G. Hibben, of Princeton, is vice chairman.

### Increasing Desire to Study Abroad.

Since the armistice there has been an increasing desire on the part of American students to study abroad. The American University Union is prepared to aid students abroad in every way and to be of service to them before they leave this country. American students who wish to enter either British or French Universities are urged by the trustees of the union to communicate either with Dr. G. R. MacLean, director of the British division, 50 Russell Square, London, or with Dr. Paul VanDyke, 1 Rue de Fleures, Paris, director of the continental division, or with Dr. John W. Cunliffe, of Columbia University, secretary of the board of trustees of the union.

"The American University Union," said a statement recently issued by the board of trustees, "is an organization whose purpose is the interchange of French and American and British and American students and teachers. The union acts as a sort of educational clearing house for the three countries; through its medium a student learns the relative value of the American credentials and French or English degrees.

Headquarters in London, Paris, and New York.

"It facilitates the arrangement of all the preliminaries necessary before an American student can matriculate in any foreign university. It is concerned, not so much with how to get the American student abroad, but with what he is to do when he has arrived. For this purpose, the union has established headquarters in London, Paris, and New York, where close contact between the American and the foreign institutions is secured, and the bond between the universities of the United States and those of the European nations is strengthened."

The union is more necessary in peace than it was in war, according to the trustees, who say that the American student needs guidance when he reaches the other side. Numerous letters have been received from American professors abroad stating that unless such guidance is at the disposal of the students he is exposed to the danger of being "rudderless in a choppy sea."

The municipal council of Paris has offered to donate a suitable site for a maison des etudiants, which shall serve as a permanent home for the union. The offer has been accepted by the union's trustees, and they are now seeking funds with which to erect the building.

The trustees also mean to secure an endowment fund of at least \$300,000 to supplement the income derived from the annual membership fees paid by American universities and colleges for maintenance of the general work of the union. It has planned to secure the major portion of this amount in gifts of \$10,000, \$25,000, and \$50,000 each.

### Adequate American Response Is Needed.

A finance committee, headed by President Judson, has been appointed to carry out the financial plans.

"The need of an adequate American response to the generous and unprecedented offer of the municipal council of Paris is obvious," the announcement by the trustees said. "It would be hard to conceive of a more permanently significant or appropriate memorial of America's cooperation with France in the World War. The practical service of the proposed building to American students abroad, to American universities and colleges, and to Franco-American educational interests and sympathies has been shown by actual experience during the past years. The need of adequate endowment of the work of the union in France and Great Britain is equally obvious."

## NEW UNIVERSITY FOR SOUTHERN CHINA

A second national university for China is planned by leading men of the southern provinces, to be established at Nanking. Such a university will enable hundreds of young people, graduated from the secondary schools of these provinces, to continue their studies without traveling to Peking, where the National University is established. A great part of Nanking Teacher's College, already established, will serve as the foundation of the university, which will embrace a college of liberal arts and sciences and four professional schools—namely, agriculture, engineering, commerce, and education.

## VALUE OF EDUCATION TO THE FARMER.

**College Training Is Worth Nearly a Thousand Dollars a Year to Middle West Farmers.**

That a college education is the best investment a young farmer can make is shown by investigations in various agricultural regions of the country, reported by the University of Missouri Bulletin. Not only do the results show that a college graduate makes more money than a common-school graduate, but that a high-school graduate also has a monetary advantage in proportion.

Of tenant farmers in Indiana, Illinois, and Iowa, it is shown that the labor income of the man with a high-school education averages \$526 more than that of the man with only a common-school education. A further increase of \$453 is earned by the man with a college education, making the difference in labor income of the common-school graduate and that of the college graduate \$979. Approximately the same result appears from a survey of the incomes of 635 Kansas farmers.

Of 409 farmers in Nebraska, those who had attended high school made 32.1 per cent more than those who had had only a common-school course. Men who attended college make 19.7 more than the high-school men, giving the college man an advantage over the common-school man of 51.8 per cent.

In an inquiry as to those who earned more than \$1,000 a year, a Cornell University report shows that while 5 per cent of the farmers with a district-school education were in the class that had labor incomes of more than \$1,000, 30 per cent of those with more than a high-school education were in that class. This report estimates a high-school education to be worth as much to a farmer as \$6,000 worth of 5 per cent bonds, and a college education nearly twice as much.

## NEW SHOES OFTEN CURE TRUANCY.

Worn shoes and clothing are important factors in causing truancy, according to John W. Davis, director of the bureau of attendance, New York City.

"One of the first things we do for many truants is to get them good shoes," he said, "for many a child is kept from school by real self-respect for fear the other children will jeer at his appearance."

Of 5,100 truants examined by his bureau in 1920, Mr. Davis said, more than 4,000 were found to have physical or mental defects.

## WORKERS EDUCATIONAL BUREAU OF AMERICA.

**Labor Organizations Conduct 24 Educational Enterprises and New Bureau Is Coordinating Agency.**

Labor education has now a national agency, coordinating the 24 educational enterprises that labor unions throughout the country are conducting. The organization is called the "Workers' Educational Bureau of America," and it is headed by James H. Maurer, president of the Pennsylvania State Federation of Labor.

### Labor Schools in 22 Cities.

More than 4,000 persons, most of them over 30 years of age, attend labor schools in 22 cities where they have been established. These schools are under the auspices of international and national labor unions, State federations of labor, and other State, city, and local organizations. Among these are the Amherst classes for workers and the Bryn Mawr summer session for employed women.

Trade-union colleges hold classes in Philadelphia, Pittsburgh, and several smaller places in Pennsylvania. Boston, Washington, and Seattle also have trades-union colleges. These colleges are supported by the unions, with help from students' fees.

In New York, Chicago, and Cleveland the unions cooperate with public-school authorities. This gives the classes the advantage of the use of public-school buildings. Public-school teachers conduct the English classes. Among the courses given for the workers are: English speech and composition, economics, elementary law, history of the labor movement, industrial hygiene, elementary natural science, health, music, and art.

### Workers' Educational Bureau Established.

To collect results from the various experiments throughout the country, to make their successes and failures hold a lesson for others, to pool their experiences, is the idea of the new Workers' Educational Bureau. The information gathered from many centers will be classified and sent to each of the labor educational organizations.

The executive board of the bureau is authorized to establish an information service, to serve as a publicity organization for labor educational enterprises, to form a registration bureau for teachers in labor schools, to study the question of suitable textbooks, to work out a more or less definite curriculum, and to coordinate the statistical and research work

done in labor colleges. The aim is to assist in every possible manner the educational work now carried on by organized workers and to stimulate the creation of additional enterprises in labor education.

## APPROPRIATIONS FOR UNIVERSITY OF WASHINGTON.

**Increase in Many Items—Tuition Fees Are Raised—Special Provision for Students from Alaska.**

The 1921 Legislature of the State of Washington made the following provisions for the university:

1. The "millage" was increased from 0.74 to 1.10 mills.

2. A tuition of \$50 a quarter was placed on all nonresident students except those coming from the Territory of Alaska. The tuition for resident students was increased from \$10 to \$15 a quarter. Fees for the summer quarter and for extension are to be fixed by the board of regents.

3. The following appropriations were made for the biennium 1921-1923:

(a) For operation and maintenance, including salaries and wages, supplies, materials and service, and capital outlays (instructional equipment), \$2,506,044 (from a fund made up from the receipts of the mill tax and a portion of the tuition fees, i. e., \$5 per resident student and \$40 per nonresident student per quarter).

(b) For buildings from the general fund to duplicate fees collected from the students during the biennium 1919-1921, \$195,374.

(c) For buildings, from a portion of the tuition fees (\$10 per student per quarter), to be collected during the biennium 1921-1923, \$499,757.—*E. B. Stevens, Executive Secretary, University of Washington.*

All passing grades will be withheld from students at the medical school of the University of Minnesota until the end of the entire course; only those who fail will receive notice of their standing. The purpose is to remove small jealousies and other undignified rivalries among students which lower morale in the student body.

Six women have been graduated from the Columbia University Medical School. These are the first women to be graduated from that department of the university. One of them led the class, having received all A's.

## WHY DO PUPILS LEAVE SCHOOL?

**School Mortality Investigated by Women's Club—Reasons for Leaving Generally Connected With Home.**

Boston pupils were questioned as to why they were leaving school, and the results were reported by the High School Women's Club of Boston. The ninth grade was chosen as one in which "school mortality" was large, and the investigation covered the school year beginning September, 1919.

To get at the underlying motive in each case, the questioning was not done in a formal way, but the child's own teacher engaged him in friendly conversation about his plans. Sometimes more than one teacher talked the matter over with the pupil. A general answer, such as "to go to work," was not accepted without an effort to find out what influenced that reason, whether actual necessity, desire for spending money, or dissatisfaction with school.

Of 1,174 cases, 248 were forced by economic pressure to leave, 284 preferred to work, 109 left on account of personal illness, and 100 moved from the city. Other public and private schools received 185 pupils. Some of the other reasons for leaving were family illness, wish to learn a trade, and desire for spending money.

Only 12.7 per cent, or 149 pupils, left for reasons directly connected with school conditions, such as failing of promotion, trouble with teacher, discouraged, etc.; 47.4 per cent, or 566 pupils, left for reasons clearly connected with the home. Those whose reasons were not directly traceable to either home or school conditions, such as pupils transferred to other schools and those who preferred to work, amounted to 469 pupils, or 39.9 per cent of all those who left school.

Pediatrics is offered among the subjects of short courses for physicians at the University of Minnesota. Special attention will be given to the latest ideas in infant feeding and methods of organizing and conducting infant-welfare clinics. During the course a child-welfare campaign will be outlined.

At the fiftieth anniversary of the first graduation the Massachusetts Agricultural College dedicated a memorial building to the 51 students who died in the World War. The building is to be a center for student activities. On the stone front is chiseled, "We will keep faith with you who sleep."



## AN OBLIGATION OF SERVICE ON EVERY COLLEGE GRADUATE.

(Continued from page 1.)

can supply is embraced in the broadest culture, the most inclusive vision, the most clear-eyed comprehension of the terms which mankind's problem to-day presents. There was a time, and not very long ago, when we were wont to think of education as a sort of specialized training for some kind of special service. We esteemed it as an intensive process of equipping fortunate persons for doing particular things particularly well along established and accepted lines. To-day we may say that there are few accepted lines. Nothing remains with us that is not queried. Therefore, we need for the leadership of the coming generation an open-minded willingness to recognize the claim of the doubter, the innovator, the experimenter, the would-be constructionist.

But while we must give these adventurous ones their full chance, we must sedulously guard against the spirit of mere cynicism; the disposition to condemn all things as they are because they are not perfect, the tendency to tear down before any plan of reconstruction has been prepared.

The trained mind—provided it is not overtrained—is the one that must provide the saving faculty of discrimination.

### At the Brink of a Precipice.

The world must go forward and not backward, and it will not go forward as the result of any philosophy of mere destruction. After all, unsatisfactory as some earnest people regard the present structure of society and existing human relationships, a reasonable conscious world has been a long time traveling as far on the road toward ideal conditions as it now has reached. History has afforded many illustrations of societies crumbling and going to pieces, and the process has invariably been attended with superlative disaster to great masses of humanity. It is a commonplace that at this time the world stands on the brink of what looks much like a precipice. It must not be allowed to take the fatal plunge. It will not if it shall be able to summon to its leadership in the coming generation men and women who will unite a necessary measure of conservative purpose with an equally necessary portion of willingness to consider new expedients, to test out old formulas, to apply the acid test even to what we have learned to believe is pure gold.

### Experience Must Contribute to Education.

The education that can truly prepare for the demands of society in the time

before us can not be given merely in academic halls. The world outside must contribute of its practical experience, its intimate knowledge, its discipline and disappointments, to complete the equipment. We can learn much from books, but if we learned only from books we would learn only the wisdom of the past. Nobody will ever live long enough or be wise enough to equip himself with all the wisdom of the past, to say nothing of projecting it into the future. The student who has learned the art of learning, of application, of concentration upon the particular problem before him, will find that he is better qualified for the practical affairs of life than the one who has merely stowed away even a very great array of facts in his brain. Books are tremendously useful if they be made the servitors of the inquiring mind—they may be deadening and worse than useless if they become the master of the too receptive mind. He who has learned how to use books, how to find what he requires in them and then to apply it, without the necessity of overloading his mind with unnecessary detail, is the one who has made his educational preparation most useful. As a mere storage warehouse for facts, beliefs, impressions, the human mind is an unsatisfactory plant. It is too liable to error and too limited in its capacity. But, on the other side, when it is used as a macerator of information, a molding, developing, forming, and reforming mechanism, it does its best work. To do that work, it must possess the qualities of boldness, originality, confidence. It must be capable of sustained and well-directed effort.

### Education Is Never Finished.

So, to the young men and women in cap and gown gathered here and on a thousand other platforms to receive the testimonials that they have completed their allotted academic courses I would plead that they recognize that, after all, the effectiveness of their educational effort will at last be in proportion to their recognition that it is only preparation and not conclusion.

There is no such thing as finished education. The wisest person that ever lived took his last observation of life and living into a mind which was still in the processes of preparation.

It is, I think, a part of our national good fortune that we have viewed culture from this standpoint. I think the college graduate who imagines himself at the completion of his education is one of the most pathetic human spectacles we have to view. Fortunately, he is not nearly so numerous as the humorous paragraphers would have us believe.

Fortunately, also, in case he may be too well endowed with self-esteem and confidence, the world has special facilities for rapidly and efficaciously reducing the excess of assurance.

### Higher Education Is Democratic.

Its democracy is one of the fine things about our American system of higher education. It is almost invariably true that any young man or woman who earnestly wishes it may attain the privileges of the best educational preparation. There is, thank God, no caste system here. All kinds of experience, of social background, of ancestry, of tradition, of training are brought together in the melting pot of the American college or university. Neither social nor intellectual snobbery is likely very long to survive such experience. That is why education, when it is of the right sort, is the greatest leveling and democratizing influence we can find. It inculcates a realization of true standards, an appreciation of the fact that differences in estate and fortune are, after all, but the superficialities of life as compared to the fundamentals of character, ambition, and determined purpose. To whatever extent it fails to impress this conception of the democracy of intellect, education will be branded itself a failure.

### Humanity Demands Vision, Courage, Determination.

The young men and women who are coming upon the world's stage to-day, equipped to take their parts as leaders, will find themselves welcomed as their predecessors have not always been in other times. Humanity is seeking, as it never sought before, for those who can see widely, clearly, fearlessly; who will be capable of determining what is sound and what is right, and courageous enough to stand for it, though they stand alone. Interrogation points have been written in the blood and sufferings of countless millions. At the end of a thousand statements of what a little time ago we deemed the very basic principles of economics, of sociology, of international relationships, of public policy, and of human justice we must have that faculty of fine discrimination which shall understand what is good, true, and reliable, and what is false, unjust, and vicious.

I have known somewhat intimately a good many young people who have been growing into their years of maturity within the time of the great crisis through which the world has been and is still passing. My observation of them and of their attitudes toward life has given me, I may tell you, a greater confidence in our future than seems to be

reflected in the pessimistic observations of some who would have us believe that, because our young people nowadays see things differently than we older ones saw them, the youth of to-day must somehow be a bit degenerate. On the other hand, I am convinced that their early introduction to the realities of life has given to the youth of our day a truer perspective, a better appraisal of human and social values.

#### Success Means More in Terms of Service.

I have faith to believe that success in the minds of educated young people to-day means less in terms of dollars than it did two generations, or a generation, or a decade ago, and that it means more in terms of sincere human service than it ever did before. If I am right, then surely we have accomplished much for the betterment of mankind, for it is a great thing to have implanted such a spirit, such a purpose, such a vision in the minds and souls of those who are to direct our future. This we have done to a greater extent in our generation than ever before in a like period.

The world and its experience constitute the greater university in which all of you have yet to complete, so far as it is humanly possible, your education. I pray you to go out to it without too much thought of personal rewards, of individual gains, and yet not to thrust these considerations entirely aside. Be generous, but do not dissipate your capital of knowledge and ability in aimless, useless generosities. Hold true to those ideas which your own country and its institutions represent, because I think one fails, as an American, if he does not believe that they are the best in the world.

#### America, an Inspiration and a Model.

We Americans will be helping mankind at large if we most earnestly sustain men immediately about us. Let us make our America the best place on earth in which men and women may dwell. Let us make an example for all others, an inspiration and a model. It has been our privilege to see this country which we love called upon to redress the wrongs of a world, to restore the balance of civilization. We could not have played that part had we not first been true to ourselves, confident of our destiny, assured of our righteousness and of the power inherent in our concept of righteousness. Let us go on, holding fast to what, in the great trial, has been proven good, seeking to make it better, stronger, and more unselfish. Let us place a firm reliance in our destiny and let us seek to realize that destiny

through unceasing effort and unfaltering devotion.

Humanity never needed broad, illuminated understanding more than it does now. It must needs lean heavily upon those to whom it has given its best of opportunity for preparation. Those who to-day hold aloft as best they can the standard of civilization and progress must presently pass it on to you who are just entering upon your responsibilities. I can think of no greater service I could render than to impress upon every graduate of this June the part that awaits him in humanity's affairs, if he will but realize it. Therefore, I implore a dedication to common service, to human betterment, to civilization's advancement, on the part of these young people who at last must so largely direct the affairs of country and of society in the hard but very hopeful times which lie ahead.

#### EXTENDING SECONDARY EDUCATION IN ENGLAND.

Children fitted for secondary education are encouraged to continue school in Wolverhampton, England. To find out which children are so fitted, all those in the schools between 11 and 13 years old were given a preliminary test recently, whether they had expressed any desire for secondary education or not. This test was designed to rate ability rather than acquirements, and only those children who seemed likely to profit from a course in a secondary school were admitted to a second examination. The results were checked with the school records and with the teachers' general estimate of each child, and 250 children were selected as most likely to benefit from a secondary course.

Parents of the selected children were then interviewed. Many parents were opposed to the secondary course. Some argued lack of means, and some thought it would lift their children "out of their station in life." When the advantages of continued education were pointed out to the parents, many waived their objections. Others consented to keep their children at school until the age of 15. The education committee have therefore decided to open an intermediate school with a secondary curriculum in addition to a municipal secondary school.

Pupils give lectures for stereopticon work in geography and history classes in an Oakland (Calif.) school. The student lecturers study the slides beforehand, and when the class assembles each lecturer presents the interesting features of his particular slides.

#### RELIGIOUS INSTRUCTION IN GERMANY.

##### Religion no Longer a Required Subject—Agitation for Restoration Indicates Reaction—Congress on Moral Education.

Under pressure of the radicals, instruction in religion in the schools of Germany is no longer a required subject. The new constitution calls upon the communities to decide whether or not they wish to retain such instruction in the schools or to introduce instead courses in the philosophy of life. According to the letter of the statutes no teacher is required to teach religion and no pupil is required to attend such teaching.

But there has been a rapid reaction. Thousands of signatures from pupils and patrons in Berlin, Hamburg, Leipzig, and other centers poured in on the authorities requesting that religious instruction in the schools be restored.

The foremost intellectual and moral leaders of Germany are dealing with this question. A congress of moral education recently convened in April in Leipzig, and three days were devoted to lectures and discussions.

The summons to this meeting reads: "The truths of philosophic and scientific ethics, which up to the present have been a leverage elevating individuals, must now be extended to the people through the art and agency of education. The main ideas of philosophy must be reduced to an efficient moral system for use in the folk schools and the continuation schools."

#### NICARAGUA EMPLOYS NORTH AMERICAN EXPERT.

Primary public instruction in Nicaragua is free and obligatory. The Government is constantly establishing new schools and gives particular attention to the needs of the rural districts where illiteracy is greatest. At the present time there are 36 students studying at the expense of the Government in Europe and the United States. A North American expert who was engaged by the Government to study and report upon education in Nicaragua has finished his work and has submitted recommendations to the department of public instruction looking toward the betterment of the educational system of the country in all branches of its activities. In 1920, 64 new schools were established by the Nicaraguan Government, among which 48 were mixed and 2 for artisans and laborers. The State provides 521 free scholarships in its school of higher instruction.—*Bulletin, Pan American Union.*



## SOME OF THE SCHOOL LEGISLATION OF 1921.

BY WILLIAM R. HOOD.

## Massachusetts.

1. Payment of tuition provided for State wards and wards of city of Boston for each day of attendance in a public elementary school. Tuition based on expenditure per pupil for school support. Attendance in a public junior or senior high school also paid for; regular rate established by the school committee for nonresident pupils.

2. Section 42, chapter 71, of the general laws, relating to the dismissal of public-school teachers and superintendents, amended by inserting "nor unless, if he so requests, he has been given a hearing before the school committee, at which he may be accompanied by a witness."

3. Relative to high-school transportation in towns of less than 500 families, and to State aid therefor. "If such town does not maintain a public high school offering four years of instruction, it shall pay the tuition of any pupil who resides therein and obtains from its school committee a certificate to attend a high school of another town and shall also provide, when necessary, for the transportation of such pupils at a cost up to 40 cents for each day, and may expend more." State "reimbursement shall not be based on the excess of any amount above 40 cents for each day of actual attendance of any pupil."

4. Provision for the appointment of school nurses in public schools.

5. Employment of minors. "Children between 14 and 16 employed in private domestic service or service on farms shall be required to secure a special certificate issued by the superintendent of schools, covering such employment."

6. "Indoor and outdoor games and athletic exercise" added to list of required studies in the schools.

## Michigan.

1. Bonding laws so changed as to bring all districts under the general school act; bonds now permitted for 15 per cent of value and over 30 years of time.

2. All special-act township districts brought under the general law.

3. Township-unit law changed so as to clarify all points concerning it and make it much simpler of operation.

4. Consolidation law changed in line with experience of other States. Machinery simplified. All matters of friction may be carried by appeal to State department of public instruction. State aid to these districts on basis of \$1,000 per school and \$400 per vehicle used in transportation.

5. School districts now permitted to build and furnish teachers' homes.

6. Nonhigh-school districts must pay tuition of pupils ready for high school in some neighboring high school up to \$60 per year.

7. Practically every child in Michigan will now have a nine months' school, this being the minimum term under the new law.

8. By 1925 all persons entering the teaching profession in Michigan must have at least one year of professional training above four-year high-school course. Provision also for the improvement of teachers now in service.

9. Federal act for rehabilitation of persons injured in industry is accepted.

10. Graduates of normal schools in other States may be certificated in Michigan.

11. Private and parochial schools brought under supervision of State department of public instruction; all their teachers must be certificated as private-school teachers.

12. Children placed in boarding homes to be placed on the school census list in the district where the home is established, and are thus entitled to attend school in that district.

## Minnesota.

1. Any school district authorized to establish and maintain schools for crippled children; appropriating money therefor.

2. Provision for the observance of Frances Willard Day.

3. Redesignating the State normal schools and the normal school board, and enabling said board to award appropriate degrees.

4. Relief provided for certain school districts wherein at least 40 per cent of the property is exempt from local taxation.

5. School board which has power to purchase school sites without authority from the voters may acquire sites for school buildings by condemnation proceedings.

6. Provision for the maintenance of school libraries.

7. Provision for county school tax levies in certain counties.

8. County boards of education created for unorganized territory; levy of taxes and issuance of bonds authorized.

## Nebraska.

1. Strengthening part-time school law as it applies to Lincoln and Omaha.

2. Boards of education in metropolitan cities may pay interest not exceeding 6 per cent on bonds. (Applies to Omaha.)

3. Flat rate of \$108 per year tuition under free high-school law.

4. Reappraisal at any time of school lands at discretion of State board of educational lands and funds.

5. Provision for vocational rehabilitation of persons disabled in industry or otherwise under direction of State board of vocational education.

6. State registrar of vital statistics must furnish without fee certified copy of statement of date of birth for purpose of admitting child to school or of securing employment for child.

7. Boards of education may establish and maintain day schools for the deaf if average attendance is not less than five.

8. Apportioning to school districts in which State school land is located sum equivalent to annual taxes on such land.

9. Repeal of H. R. 69, passed in 1919, which provided that district shall pay transportation or tuition of pupils living in other than consolidated districts more than 2 miles from home school and more than 2½ miles from adjoining school. Repeal does not affect transportation in consolidated schools.

10. Compulsory education law amended. Enforcement officer appointed by county superintendent for all districts not containing city with population of 5,000. In cities having 5,000 enforcement officer appointed by board of education. Children in cities and towns between ages of 7 and 16 must attend entire time school is in session. Children in rural communities must attend at least six months.

11. Law relating to State aid for weak districts amended. Provision for six months' school in districts having less than 10 children 7 years old and under 16, and nine months in districts having 10 or more children of such ages. In districts having less than 5 children between 7 and 16 school board may use funds for board, transportation, etc., of such children while attending in another district. Districts must levy 40 mills to be eligible to State aid. State aid to bring district's fund up to \$700 where there are between 5 and 10 children and \$1,000 where there are 10 or more.

12. Aggregate school tax shall not exceed 65 mills in Omaha.

13. State superintendent of public instruction elected every four years. (Was two years.)

14. Provision for voting bonds for the erection of dormitories for county high schools.

15. Normal schools to be designated as State teachers' colleges and authorized to grant B. A. degree in education upon completion of four-year course.

## STANDARDS OF HIGHER EDUCATIONAL INSTITUTIONS.

### Confusion Arises from Existing Diversity—Cooperation in Preparation of a Unified Statement is Proposed.

Uniform standards of higher education were urged at the joint conference in May of the American Council on Education and the National Conference Committee on Standards of Colleges and Secondary Schools. During the conference the committee on policy made the following report, which was unanimously adopted:

I. The committee recommends that this conference approve the formulation of common statements of standards of higher educational institutions of the whole country—colleges, technological institutions, junior colleges, and institutions primarily for the training of teachers, for the following reasons:

(1) To remedy the existing diversity of standards and statements among standardizing agencies and the confusion arising therefrom.

(2) To supply the lack of such statements in certain sections of the country.

(3) To aid associations and institutions now compelled to deal with students from all parts of the United States, and also State departments of education dealing with certification of teachers.

#### Publication of Standards Requested.

II. It recommends that the council request the United States Bureau of Education to publish at once a full statement of the present standards of the chief accrediting agencies now active and a tabulation of the institutions accredited by these agencies.

III. It recommends that the council transmit from this conference to these agencies suggested unified statements of standards for various types of institutions for discussion and report as to the possibility of the adoption of such statements by these agencies within the next two years, such unified statements to be drafted by a committee to be appointed by the council from the chief accrediting agencies.

IV. It recommends that the conference approve the unification of the present lists by the same committee as soon as these various agencies can be brought into accord in the matter of common statements of minimum standards.

V. It recommends that the council serve as the coordinating agency for further conference, for formulation and for dissemination of definite common standards, and for promoting the unification here approved.

## MOTION PICTURES AN ABSORBING PASSION.

School children attend too many motion-picture shows, according to one Massachusetts city superintendent. Seeking the causes of failures in school work, his teachers questioned the pupils as to motion pictures. Written replies showed that some of the boys went to eight shows a week. The greatest amount paid by any one child during the week was \$3.10. Poor children who had been helped by the school authorities managed to get enough money to see the pictures. One malnourished child, for whom the school had been buying milk, had spent 75 cents in a week on motion pictures. If the figures for the week were an indication of the usual expenditure, the amount spent during the nine months of school would total \$6,942.

Of 68 pupils who attended three or more shows a week, only 2 were found to have passing grades. There were 30 children who had never attended a motion-picture show in their lives, and of these only 1 had ever received a failing grade.

## SPANISH THE MOST POPULAR LANGUAGE.

Spanish is the most popular foreign language among pupils of New York City high schools. There are 31,350 pupils taking Spanish. French is second with 22,206 enrollments, and Latin third with 15,801. In all three languages the enrollment in the lowest class is one-fourth to one-third of the entire enrollment. There are eighty-five times as many students taking the first-term work in Spanish as are taking the last-term work.

German, Italian, and Greek are next in order, but the number of pupils studying these languages is so small comparatively that all of them amount to less than 2 per cent of the entire language enrollment.

## INTELLIGENCE RATING ON A LARGE SCALE.

Mental grading on a large scale will be undertaken in New York City schools, when 36,000 pupils will be tested according to standard group intelligence tests. Districts in the lower East Side have been chosen for the tests.

A number of schools in the city have already been graded by such tests, and special classes organized accordingly, but never before have the tests been given on such a large scale. According to the superintendent of schools, greater emphasis will be placed upon the regrading of precocious children in the future.

## STUDY OF VENEZUELAN TRADE CONDITIONS.

### Georgetown University Students Visit South America and Report on Economic and Industrial Progress.

Trade and industrial conditions in Venezuela were investigated by 18 students of the school of foreign service, Georgetown University, who spent five weeks in that country, the expedition being conducted by the head of the Spanish department of the university. The results of the experiment, which aimed to stimulate foreign trade, have just been made public in the form of an economic report on Venezuela, presented by the students who made the trip.

The report gives a detailed and exhaustive analysis of economic, political and social conditions in Venezuela. An investigation of some particular topic was made and reported on by each student, the subjects including agriculture and natural resources, transportation facilities, population and education, finance, foreign investments and American capital, foreign trade, and American goods. Students were assigned to various Venezuelan families, thus coming into contact with the home life of the people.

The school, now in its second year and with an enrollment of 300 students, is modeled after the Ecole de Sciences Politiques at Paris, an institution growing out of the Franco-Prussian War and the economic and political problems left in its wake. It was opened for the purpose of affording practical training to students desiring to enter the diplomatic service or the field of foreign trade by giving them "an accurate knowledge of a given field, a practical acquaintance with foreign languages, and a deeper sympathy with the conditions of the people of other lands, in order that they may more effectively represent this country in official life and better promote the expansion of our commerce."

The courses offered by the school comprise four groups—political science, language and cultural, economic and commercial, and shipping.

Responsibility for correction of avoidable errors is put on the child, according to the Concord, Massachusetts, plan of teaching English. Instead of correcting errors in detail, the teacher uses a rubber stamp which reads, "Avoidable error; correct." This is used on a pupil's paper on which appears any violation of requirements for the grade or the one preceding it.



## CURRENT EDUCATIONAL EVENTS.

Twenty-one graduates of Indiana University now hold or have held the presidencies of universities.

Fire prevention is studied in New York City schools. The city fire department, with the cooperation of the New York Board of Fire Underwriters, will award 202 medals for the best essays on the prevention of fires.

Salmon fishermen who use motor boats are taking a course in gas engines conducted by the school board in Astoria, Oreg., with the help of the State Board for Vocational Education. So many enrolled that two instructors had to be employed.

Special classes in New York City include 253 ungraded classes, 29 blind and sight conservation classes, 34 classes for the deaf, 98 classes of crippled children, 15 classes of "cardiac children," 122 open-air classes, and 26 classes of tubercular children.

Proceeds of a \$5,000,000 bond issue will be loaned by the State of North Carolina to the counties of the State for the construction of schoolhouses, with the provision that no part of the fund may be used to erect buildings with less than five rooms. This is expected to promote the consolidation of schools in rural communities. Thirty counties in the State have no public high school.

Intelligence tests offered to entering students of the University of California are to be open to upper division students also and to members of the faculty as well. Results are to be used only as a basis for advice and guidance to students and not for admission, exclusion, or advancement. The score made by each student will be entirely confidential and will be known to the student only.

Continuation schools are growing in number in Pennsylvania. Eleven additional districts are maintaining such schools this year, making a total of 92. Additional trained teachers are needed, and plans for their preparation include a Saturday morning course of 10 lessons at the University of Pennsylvania, as well as summer courses in the various colleges and normal schools of the State.

"A sound mind in a sound body" is exemplified in an Alabama school, where the county health officer examined 35 children in one room. Of these, 25 were found to have physical defects, and 10 to be without such defects. Before reporting the names of these children to the teacher the health officer asked her for the names of her 10 best scholars. Nine of these were among the 10 who had no physical defects.

Orthopedic cases are treated in a special department of the medical clinic in the Newark (N. J.) public schools. This work has increased considerably, so that it has been necessary to enlarge the examination room and to provide more space for special exercises. New equipment in the line of mirrors, plinths, stools, etc., has been added. The services of an orthopedic surgeon have been secured.

A budget of \$100,000,000 or more is expected to be presented by the board of education of New York City for 1922. An unexpectedly heavy increase in school registration, expansion of the continuation-school system, and necessity for repairs to school buildings are among the causes of the rise in the amount required. Last year's budget amounted to \$88,000,000 after an elimination to meet an emergency had been made to the extent of \$4,000,000.

One hundred and sixty American students and teachers are making a two months' tour of Italy under the auspices of the Italy-America Society. The Italian Government is officially recognizing the visit and is granting reductions on the Italian State railways. At Ravenna the party will take part in impressive ceremonies at the tomb of Dante, in which the Harvard Glee Club will also participate, and will place a bronze tablet on the tomb as a tribute from the institutions of learning of the United States.

Standards have been raised at Trinity College, Hartford, Conn., and a new set of requirements will be in force beginning with the entering class next year. Instead of being allowed to graduate with a bare passing average, a man must have 70 per cent of his grades above the passing mark. The elective system, which has been in force at the college for some time, has been limited by a

group system, and a new plan of rating courses will be followed. Instead of each course counting for one credit for a degree, laboratory courses will count more than lecture courses.

Evening classes for men, day classes for women in the kitchens, kindergarten classes for the little ones, and many other agencies which aim not only to educate but thoroughly to Americanize aliens are provided by the Americanization committee of the city of Hartford, Conn.

The committee holds itself ready at all times to take up any difficulties which may confront the aliens. Hundreds of applicants go to the office to seek help in many ways. Sunday afternoon concerts have been arranged for the alien residents, and recently a program was enjoyed by 300 people of 14 nationalities.

Changes in the course of study of the city's elementary schools so as to include less technical grammar, fewer dates, and more practical geography are recommended by the New York City Principals' Association. "The focus should be placed correctly," says the association. "There should be no detailed study of war, only general causes, trend of struggle, and the leaders who effected the results." Technical grammar should be omitted below the seventh grade and study of correct use of English emphasized, according to the principals. Geography should deal with the earth as the home of man.

University women in 10 countries have formed national associations to join the women of Great Britain and America in an international federation. In other countries societies already in existence have applied for membership in the federation. Under the stimulus of the ideal of international friendship, they are taking active steps to increase the number of scholarships and fellowships available for study abroad. Some of the British women's colleges are raising funds for international fellowships; others are providing for foreign students to come to Great Britain.

Similar work has been done in America, Canada, and in other countries. American women are organizing a clubhouse in Paris; club privileges in London are available for foreign university women; committees of hospitality have been appointed in many European centers, in Australia, in India, and in the United States.

## THE LENGTHENED SHADOW OF A SINGLE MAN.

(Continued from page 2.)

concerned with placing truth before the minds of its students. Especially it should teach them the cost of war, not in money but in physical ill-being. The speaker said:

### Stand United Against Devastating War!

"I believe most profoundly that it is the duty of every university to plant in the minds of its intellectual children a true understanding of the cost of war, so that never light-heartedly will they let their Nation turn to the dread arbitrament of arms. I have acknowledged that in the world as it is the choice for a nation may be to fight or die, but I believe that now is the time for the English-speaking people, with their great and peculiar advantages, to resolve that never again will they permit this fair world to be devastated by unnecessary war if by standing firmly together they can prevent it."

In the afternoon several hundred of the university's visitors made a pilgrimage to Monticello to visit Jefferson's home and hold commemorative exercises in honor of the father of the university. The guests were shown the mansion, the grounds, and the family burying place. Speaking from the front porch of the home, Judge R. T. Duke gave reminiscences of Jefferson's private life. Archibald Cary Coolidge, a descendent of Mr. Jefferson, also addressed the gathering.

At 8 in the evening came the university's dinner to guests and delegates. Again assembled in the rotunda, they paid tribute to Thomas Jefferson, acknowledged the wonderful achievements of the university in its first century, and congratulated President Alderman on his successful administration. Rector Bryan presided as toastmaster. Jacob Gould Schurman, President Harry Woodburn Chase, Rev. Anson Phelps Stokes, Hugh Hampton Young, and former Attorney General Gregory responded.

### Women Receive Graduate Degrees.

On Friday morning the academic exercises were closed at the amphitheater by the conferring of degrees and the president's address. From its professional and academic schools the university graduated in the class of 1921 193 students. The university has not been coeducational. This year for the first time women have been admitted, and only to graduate courses. To Miss Anita Hart fell the distinction of receiving the first degree granted to a woman by the University of Virginia.

The president of the university sketched its history, the ideals set for it by Mr. Jefferson, and the conditions of life when it came into being. In prophesying its future he said:

### Its Future Will Be Worthy of Its Past.

"I dare to declare to you, young gentlemen, my belief that the future of this university will not be unworthy of its past. The century that lies before us, with its unimagined wealth of new truth and new aspirations and new entanglements, will behold the University of Virginia, clothed in greater strength and beauty, standing as of old, at the northern gateway of the South, embodying in its physical form and spiritual essence something of the note of romanticism, with its central quality of exaltation of personality, its deep loyalties, and that balancing power of conservatism peculiar to the region out of which it sprang. Power to interpret the distinct sections of American life to each other will reside in it, and out of it will issue into the mighty national stream the values of old Americanism and the best inheritances of the English consciousness, molding the individual man into dignity of life and skilled usefulness, and yet working toward a larger collective future, where every man may seek to earn a power to use and a dignity to cherish."

At the close of the exercises he announced that the alumni had collected an endowment fund of \$1,300,000 and Mr. McIntire had given \$200,000 to establish a school of trade and commerce. These generous gifts from private sources do not in any way lessen the responsibility of the State for its institution.

The afternoon and evening were filled with alumni meetings, class exercises, a barbecue, and a torchlight procession and parade.

### Statesmen, Ambassadors, Jurists, Prelates, Educators.

In this first century of its existence the university has trained 22,600 men. Founded by a President of the United States, sponsored by two others and the alma mater of a fourth, it has had an unusual influence in directing men to public leadership. To its credit are 9 ambassadors and ministers, 2 justices of the United States Supreme Court, 34 Senators, 130 Members of the House of Representatives, 23 governors, 18 bishops, and 38 presidents of colleges. The whole country is indebted to it for a number of distinguished services to higher education, such as: (1) The recognition of real university standards of instruction and scholarship; (2) the absolute repression of the class system and the substitution of merit for seniority in the award

## EDUCATION EXPENDITURES IN ENGLAND.

### Greater Part Now Borne by National Exchequer—Proportions Have Been Reversed in Seven Years.

In a recent debate in the British House of Commons, Mr. Fisher, president of the Board of Education, stated that whereas in the year 1913-14 46 per cent of the expenditure for education in England was borne by the State and 54 per cent by the local authorities, the proportions were now reversed, and 56 per cent is borne by the Board of Education and 44 per cent by the local authorities.

The estimates for the current financial year show a total of more than £51,000,000. This is an increase of more than £5,000,000 as compared with the estimates for 1920-21. One of the abnormal elements included in the budget was the grant for ex-service students at the universities, which stood at £2,248,350. More than 25,000 students were beneficiaries under this scheme. Fifteen thousand of them came into the universities direct from the ranks, and a great majority belonged to families never before represented at any of the universities.

The chief cause of the great increase in the education estimates was, however, additional expenditure on teachers' salaries. This item had increased since the war by a sum of £26,488,962. For higher education a sum of £6,647,000 was required, an advance of £1,310,155 on the estimate voted last year. This represents grants for secondary schools, technical schools, and continuation schools.

of degrees; (3) the first complete introduction of the elective system; (4) the establishment of distinct "schools," in which great subjects were grouped—for example, ancient languages, modern languages, mathematics, law, and politics—each school having its autonomy and its own standard of graduation; (5) the institution of constitutional government, in academic form, with an appointed president or chairman of the faculty, holding office for one year, but eligible for reappointment by the board of visitors; (6) the promotion of self-government among the students, with the cultivation of an esprit de corps sustaining high standards of academic honor and scholarship.

Plans to enlarge the scope and curriculum of the school of engineering at Princeton have been approved by the trustees. Henceforth the university will give degrees in chemical, electrical, mechanical, and mining engineering as well as in civil engineering.



## ANTIOCH COLLEGE WILL TRAIN LEADERS.

Purposes Set Forth by New President—Many Students Will Be Self-Supporting.

By SARA L. DORAN.

To develop employers rather than employees is the idea of the new plan of Antioch College, Yellow Springs, Ohio. According to Arthur E. Morgan, the new president of the college, America's educational system prepares men and women to do as they are told and does not fit them for responsibility. Graduates of the big technical schools become employees of the great engineering companies, and once having become employees, few ever recover from the habit enough to climb out of the rut and set up their own businesses.

### Trained for Positions of Responsibility.

The self-directing state of mind is what each student at Antioch is supposed to develop, and with this attitude, even those who do not become proprietors will be more of an asset to themselves and the country than if they had become employees of the usual type.

Definite training tends to make a successful manager. He must have a general knowledge of all phases of his calling and must have the ability to coordinate all elements into an organic whole. He must have a sound knowledge of men and affairs, and his personality must be well developed in such qualities as foresight, caution, courage, tact, and initiative.

As students at West Point and Annapolis are chosen and trained to lead men in war, the picked student body at Antioch is to be composed of young people who are fitted to lead in industry. Like officers, these students are expected to develop self-reliance, sound judgment, and the ability to carry ultimate responsibility.

### Will Learn Administration in College.

The technique of responsible control and management is becoming highly developed in some of the most advanced industrial and commercial organizations. But this body of knowledge and practice has had little contact with colleges. Although young men are given technical instruction in their student days, they usually have to wait for their training in administration until they have spent some time in the industrial world, and often they have to pick up this training by chance. Some never get the chance and remain in minor positions.

Beginning early with preparation for administrative duties, the student should

also be thoroughly instructed in the practical side of his calling, in the Antioch view. Coordination between life and college work will be the aim of the course, and experimental work before graduation is expected to anticipate the floundering that frequently attends adjustment between theory and practice. A young person who spends four years in a purely idealistic and academic environment, and then steps into industry, finds the sudden adjustment difficult, and often the result is that academic ideals are set aside as not applicable to practical affairs.

### Prevocational Work of High Type.

Industries will be brought to the college campus. This is not to train all students technically, but to initiate them into the workings of business, to teach them practical administration, and to enable each student to choose the line to which he is best suited. This idea corresponds somewhat to the plan of prevocational training which is carried out in some elementary schools. Along with this underlying training will be given professional and technical courses in a limited number of callings, but the aim is to make not specialists but generalists.

Approximate self-support for many students is planned. This is not entirely in accordance with the idea of the old "manual labor movement," which introduced mechanical and farm labor into the schools, partly as a substitute for physical exercise and partly for pecuniary benefit. It is rather to displace the menial and unskilled labor by which many students now work their way through college, and substitute organized industry, where intelligence will count toward production and remuneration.

### Labor Will Supplement Study.

Under the old plan, students' labor interfered with their studies, but under the Antioch plan students are expected to gain as much from their practical work as from their books. It will be as much a part of their course as laboratory work in science. Since they are preparing for practical work, their experience as machinists, accountants, teachers, or reporters will be a help to them. The point is that the gainful work will be in the student's chosen line. It would seem an improvement over the furnace tending, waiting on table, etc.,

by which students in many colleges have helped to pay their tuition.

Since continuous work in any line is considered necessary to make it worth while, a plan of five weeks' work and five weeks' study will be followed. To give enough time to the practical side and still keep up academic work, six years will be required of the average student. Extraordinary students may reduce that time by a year or more, and those who take only academic work may finish in four years. Half the usual vacation time will be spent at work.

### Industrial Plants on College Grounds.

To give the students jobs with commercial firms, a factory will be erected on the college grounds, and various small manufactories will be located there. Small factories are numerous in this part of Ohio, and besides those businesses directly connected with the college, arrangements will be made with various industrial plants near Antioch, and even in the cities of Springfield and Dayton, so that high-class work in line with the courses of study will be available. Hospitals, schools, law offices, and other places of employment will be utilized as opportunities for practical work in their respective fields.

General education and culture is held to be the foundation of training for administration, whether of a school, a factory, or an engineering project. About half the classroom time of technical and professional students will be given to cultural subjects, and the conventional liberal arts college curriculum has been completely revised to accord with the underlying purpose of the Antioch plan. With this basis, and with six years of experience of practical work and management, the graduate will be encouraged to set up his own business enterprise.

### Students to Be Carefully Chosen.

Careful selection will be made in order to form a student body which will be most benefitted by the particular opportunities that distinguish Antioch from other colleges, and students whose aims do not correspond with those of the college are referred to some other institution more suited to them. Only a limited number can be admitted and it is expected to choose individuals who are especially suited to the work as planned. All arrangements as to admission, courses, standing, etc., will be made with individuals.

The fact that the men and women who teach the courses will as a rule be engaged at the same time in practical professional or commercial work will give the courses a special value. The attitude of the board of trustees is an-

other factor in the character of the institution. These trustees are men of affairs, such as Mr. Morgan himself, a successful reclamation engineer; Henry S. Dennison, president of the Dennison Manufacturing Co.; Edwin F. Gay, president of the New York Evening Post; Ellery Sedgwick, editor of the Atlantic Monthly; and C. F. Kettering, vice president and chief engineer of the General Motors Corporation. With the advice of such men available, a graduate of Antioch will be encouraged to start a business of his own, and this is just what the college aims to have him do.

Among the courses in specific callings tentatively decided upon are: Machine-shop operation; printing, publishing, and journalism; contracting; civil engineering, in certain restricted phases; and farming. Independent courses by specialists will be given for a few students of extraordinary ability who wish to carry a subject farther than the regular courses.

Vocations for women will receive attention at Antioch. The most important of these, the administration of the home, will receive special attention. Other courses likely to interest women are institutional management, educational administration, accounting journalism, industrial relations work, industrial administration, and advertising.

#### FOR INTENSIVE STUDY OF ENDOCRINOLOGY.

Ductless glands, said to be responsible for epilepsy, feeble-mindedness, cancer, and other diseases, will be the subject of special study at the University of Pennsylvania. A chair in endocrinology, the branch of medical science dealing with ductless glands, has been endowed at the university, and is said to be the first ever established in the world.

Experiments will be conducted at the ear, eye, nose, and throat hospitals of Philadelphia, the various clinics under control of the university medical school, and other places.

So important do the physicians of the American Therapeutic Society regard this step that the chairman of the society's council was instructed to appoint a committee to formulate a curriculum for the teaching of endocrinology to graduates and postgraduates in every medical school in the United States.

More than 5,000 men and women in England attend the tutorial classes of the Workers' Educational Association. In addition to the tutorial classes, taught by university professors, the association has organized numerous one-year classes, study circles, and lectures, through which men and women are brought into contact with literature, history, economics, and natural science.

#### COOPERATIVE WORK AT MASSACHUSETTS INSTITUTE.

A rubber company, a sugar refinery, a chemical fiber company, and a soap company are some of the plants that will give practical work to chemical engineering seniors of the Massachusetts Institute of Technology. Only 36 men can be accommodated, and enrollment in the practical work will be based on scholarship and general fitness.

This outside course is already in successful operation among graduate students who are candidates for the master's degree. In these industries the men take an actual part in the operation of the plant, and they get ideas in a line the classroom is not likely to emphasize; namely, the necessity of returning dividends to the stockholders.

Work with a commercial company is also taken by graduate students in electrical engineering. In the last year of the course emphasis is laid on problems of administration, the design and development of engineering projects, and creative research. The training at the works is correlated closely with the professional instruction at the institute, and the students spend a few weeks in the works and then a few weeks at the institute.

#### RURAL EDUCATION AND COUNTRY LIFE CONFERENCE.

Public education needs in Missouri and neighboring States will be discussed at a Federal and interstate conference on rural education and country life to be held at the State Teachers' College, Warrensburg, Mo., June 27, 28, and 29, under the auspices of the United States Bureau of Education.

Dr. J. J. Tigert, United States Commissioner of Education, will speak on visual education as a means of Americanization. Agriculture and education in the Nation's life will be the subject of an address by Dr. Henry J. Waters, editor of the Weekly Star, Kansas City, Mo.

Programs for educational advancement in each of the eight States represented will be presented by educators from these States. There will be addresses on various topics relating to rural life, such as "How to Meet the Rural Teacher Emergency" and "The Making of the Ideal Rural Community," and an illustrated lecture will be given on "What Consolidation Hath Wrought for Country Schools and Country Life."

A bronze tablet bearing the name of the valedictorian of each year offers an incentive to high-school students in Attleboro, Mass.

#### HIGHER SALARIES HAVE TREBLED BUDGET.

**British Universities Are Reaching Men in Humble Circumstances—Heavy Increase in Secondary School Attendance.**

Students from humble homes are entering the British universities in increasing numbers. More than 25,000 ex-service men are beneficiaries under the scheme which provides courses covering two and one-third years at universities and technical colleges. Fifteen thousand of these students entered the universities direct from the ranks, and the majority of them were reared in humble circumstances, belonging to families that had never before been represented at British universities, according to statements made by Mr. H. A. L. Fisher, president of the British Board of Education, in a speech in the House of Commons.

Not only for higher education, but for both elementary and secondary schools, grants have been increased in England since the war. Owing to the revaluation of money, the budget has more than trebled. The main cause of the growth of expenditure is the need for providing better salaries for teachers. Sixty-eight per cent of the total expenditure of local authorities in the past financial year was expenditure upon salaries, and such expenditure by local authorities has increased since the war by £26,488,962.

Attendance at secondary schools has increased by 50 per cent during the past four years. Grants for secondary education were increased this year by £1,310,000. This money goes to 1,157 schools, which are educating 334,000 children, the greater number going free from elementary schools. It is said that there is not one of the great industrial towns of the north that could not fill from one to three additional secondary schools.

Sixty-seven per cent of the students in secondary schools come from the board of education elementary schools, and of the 200 pupils to whom State scholarships at the universities were awarded in 1920, 152 were previously educated there.

Cancer research, stimulated by Mme. Curie's visit, will be a feature of the Columbia University summer session. The instruction will consist of a series of lectures and laboratory exercises, and it is planned especially for the needs of those who are to take up hospital or public-health laboratory questions which may require microscopic diagnosis of tumors.



## PREPARING GIRLS FOR WORTHY CAREERS.

**Shortage of Nurses Is Acute, Although the Number Is Greater Than Ever Before.**

By HARRIETTE S. DOUGLAS, *Director Home Hygiene and Care of the Sick, American Red Cross.*

Florence Nightingale, the patron saint of the sick and wounded in all lands, and the founder of modern methods of nursing, once said that every woman ought to be a "health nurse"; that every girl should be taught how to care for children, how to protect the home from disease, and how to help in establishing the highest standards of health in home and community.

### Shortage Was Never so Acute.

These words, spoken over 50 years ago, are even more significant now, for, despite the fact that there are in this country from 5,000 to 10,000 more nurses than ever before in our history, the shortage of nurses was never so acute. Rightly interpreted, this is a most welcome sign, for it means that the American people are roused to the value of good health and the necessity of knowing how to be healthy and how to bring this most inestimable blessing into the lives of the less fortunate nations of the earth.

Home hygiene and care of the sick is a subject that every girl, no matter what her individual bent, finds interesting. There is such variety in the scope of the instruction that whether hers is the scientific, the practical, the imaginative, or the creative type of mind, before she has progressed far in the study she finds some phase of it peculiarly fitted to her own individuality. For example, what could be more fascinating to the girl who loves to mother all the babies in her neighborhood than to learn the secret of making the little one gurgle and coo over his dally bath instead of lustily expressing his contempt for soap and water? And the girl who delights in the creations of her own hands will revel in the chance to make sick-room appliances and improvised comforts of all sorts under the direction of the nurse instructor.

### A Hundred Thousand Were Instructed.

The popularity of this subject is shown by the most recent statistics given out by the American Red Cross. These report an increase during the past year of 300 per cent, the number of young women and girls who completed the course and received their certificates being 92,003. Even these figures fall far below the actual number of those who received the instruction, for many who complete the

course do not care to compete for the certificates. Between 1,700 and 1,800 instructors are engaged in teaching the classes. The itinerant instructors who carry the course into the rural districts are literally the evangelists of a new era of health and happiness. To read of their accomplishments and to realize what it means to equip the rising generation with the knowledge that will make living more efficient and worth while is an inspiring page of current history.

### Health Instruction in Various Schools.

Every type of school has embraced the opportunity to instruct its pupils in the proper way to safeguard health and to minimize the danger of disease and epidemic. Classes have been held in grade and high schools, private schools and reform schools, continuation and vocational schools and Florence Crittenden Homes, Americanization schools and Bible schools. In girls' camps, in schools for deaf mutes, in colleges and universities, on Indian reservations, and in New York's Chinatown, in Alaska, in the Dominican Republic, and in Hawaii, as well as in many of the countries overseas where the American Red Cross units are operating, this great prophylactic work has been carried on. The Red Cross textbook has been translated into Russian and Korean. Portions of the manual have been translated in pamphlet form into Japanese, Spanish, Polish, and the Slovak and Bohemian dialects.

### Leads to Adoption of Profession.

Not alone in its immediate benefits to individual, family, and community is this course of fundamental and far-reaching value, but it is also becoming an important factor as a vocational guide. Many a girl who has been uncertain as to what career to choose for her life work has found herself as she worked side by side with the Red Cross nurse instructor, practicing the principles of sick-room care. "If the rudiments of this subject are so fascinating," she has counseled herself, "how much more worth while must it be to go on and master the curriculum given in a regular training school for nurses."

While every girl, whether she continues her instruction in the wards of a hospital or practices its elementary teachings in her own home, is fitted, by a knowledge of home hygiene and care of the sick, to be a more healthy and useful member of society herself and a more successful and happy wife and mother.

Teachers of Racine, Wis., may now receive their expenses up to \$100 for study at an approved educational institution during the summer.

## TEACHERS RIGIDLY CLASSIFIED IN QUEENSLAND.

**Progress From One Class to Another Depends on Examinations—Allowances Made for Sustenance.**

Queensland's teacher market is standardized, and there is a definite relation between the work done and the compensation paid. There are three classes of teachers, with a number of subdivisions in each class, and the place of any teacher in the scale depends on his qualifications and experience, and also on the conditions under which he has worked. By successful passing of examinations at the end of the required time, he may be placed in a higher class. The lowest age at which a teacher may reach Class I, the highest class, is 34. The best qualified woman elementary-school teacher received from £300 to £550. "Sustenance allowance" is also paid, and the amount depends upon the location of the school. This allowance for a woman teacher ranges from £12 to £40 a year. Men receive more, both in pay and allowance.

Head teachers receive the same basic salary as assistant teachers, but they are provided also with residences or rent allowances, not exceeding £50 a year. They also receive remuneration for successful training of pupil teachers and an additional sum depending upon the average attendance of pupils.

The salary schedules now in force are the result of an award by the "Industrial Arbitration Court" in 1919. The Teachers' Union, by virtue of the privilege granted by the Government to all public servants who were in receipt of salaries not exceeding £300 per annum, filed a plaint in this court, claiming increases in remuneration. As a result, the salaries of the lower-paid teachers were raised by court order, and the Government raised the salaries of the higher classes also.

## BRYN MAWR COURSES FOR WORKING WOMEN.

Working women will attend courses at Bryn Mawr College this summer. Candidates for admission will be proposed by trade unions, Y. W. C. A., National League of Girls' Clubs, settlements, community centers, trade schools, and others interested in industrial work. Courses will include English, written and spoken, literature, history, economics, government, labor movements and problems, industrial organization, elementary law, physical geography and community life. A cooperating committee in close touch with women workers in industry will assist in the management.

## NATIONAL EDUCATION ASSOCIATION AT DES MOINES.

**President Hunter Has Arranged a Strong Program — Vice President Coolidge Will Speak—Many Conferences.**

Discussion of the American program in education as related to the work of the principal, the classroom teacher, normal schools and teacher-training institutions, colleges and universities, city school systems, and the State will be a feature of the annual meeting of the National Education Association at Des Moines, Iowa, July 3-8. Vice President Calvin Coolidge will be one of the speakers on the first day.

### Important Committee Reports Expected.

Among the committees reporting will be those on salaries, tenure, and pensions of teachers, sources of revenue, visual education, health problems, illiteracy, thrift education, coordination of research agencies, and foreign relations. Reorganization of elementary and secondary education will be reported by commissions on those subjects.

The National Council of Education will hold its sessions on Friday and Saturday, July 1 and 2. "The Struggle for Power in the American System of Education" will be the subject of the president's address, and "Democracy Applied to Education," "American Teachers' Colleges," "Educational Surveys," "Participation of Teachers in School Management," and "Reorganization of Seventh, Eighth, and Ninth Grades" will be discussed.

"Adequate School Funds—How and Where to Get Them" will be taken up by the department of school administration on Tuesday morning, July 5.

The department of elementary education will consider "The Elementary School and the Readjustments of the Next Ten Years," on Tuesday morning. Other subjects will be "The Limits of the Project" and "Improvement of Instruction Through the Use of Standard Tests."

### Will Discuss Classification by Ability.

The department of secondary education will meet Tuesday morning, July 5, and Wednesday afternoon, July 6. Among the subjects will be "Socialization of the Six-Year High School Through the Organization of Student Activities" and "Segregation in Ability Groups as a Means of Taking into Account Individual Differences."

A joint session of the National Council of Teachers of English and the library

department will be held, and there will be a conference on illiteracy and a conference of the Boy Scout section. A varied program will be presented by the department of vocational education, in keeping with the reawakened interest in this field. The programs offered by the department of higher education, the department of classroom teachers, the department of kindergarten education, and other departments will be in keeping with the traditions of those departments.

## EXPERIMENT FOR CONCENTRATING ATTENTION.

**Written Reproduction Required of Passages Heard Only Once—No Rewards Given for Success.**

Concentration of attention is the point of an experiment in self-education, known as the Mason method, which has been tried in several parts of England. Oral or written reproduction of the subject matter of a passage from a prescribed book is required of the pupils after a single reading. The fact that only one reading is allowed is supposed to incite the children to screw their attention up to the required pitch. The results upon the vocabulary, speech, composition, and fluency of expression are said to be of great value. Explanations are avoided as far as possible. It is found that children grasp much more than might be expected, while lengthy and frequent explanatory comments tend to produce boredom.

An essential part of the scheme is giving children real literature at first hand and not summaries or children's versions. Examinations on the reading for a term are given by the central organizer of the scheme. No marks, prizes, or rewards of any kind are given. Reliance is placed upon the desire for knowledge. Development of this desire is held to be the best guarantee of a continuation of educational activities in the years after leaving school.

New Zealand's yearly expenditure for education has more than doubled since 1914, when it was \$6,873,600. For 1921 it will be \$15,767,400. Construction of school buildings will require \$2,500,000. Of general taxation, \$1 of every \$10 is used for education, at least 200,000 children receiving the benefit.

Over 50 per cent of the children in New Zealand go through the primary-school course from standard one to standard six, and then to the proficiency certificate grade.

## DELAWARE IS ACTIVE IN AMERICANIZATION.

**Efforts to Overcome Tendency to Isolated Groups—Preservation of Some Old-Country Customs Encouraged.**

Americanization is going forward in Delaware, with the general purpose of bringing all the foreign-born people of the State into the circle of American life. The immigrant population of about 25,000 persons is almost entirely concentrated in and around the city of Wilmington.

These people tend to live in isolated groups, leading their own lives apart from the American community. Six well-defined foreign neighborhoods or colonies, mostly with the worst of housing conditions, exist in the city. With the growth of Wilmington as a shipping port, the number of foreigners is expected to increase a great deal in the next few years. To prevent the formation of an alien city within a city, the Delaware Americanization Committee and the Wilmington City Board of Education aim to afford the foreign-born population an opportunity for normal contact with American life.

Besides the classes in the English language and in the study of government, night-school clubs and community evenings form a part of the program. Home classes for mothers with a social starting point seek to remedy the condition that leads Americanized children to look down on their foreign mothers. Native costumes, songs, and folk dances give a point of contact with the old country, counteracting the idea that all Old World traditions must at once be abandoned in the process of Americanization.

## BRITISH UNIVERSITY STUDENTS FOR PRINCETON.

Several new scholarships will be formed for the purpose of bringing students of Cambridge and Oxford to study at Princeton. Some of the 30 new war scholarships started at Princeton this year in honor of her dead in the Great War will be used for this purpose. Several of these scholarships will be combined to make the total amount necessary to pay all the expenses of an English student.

During the last year the addition of 200 new scholarships, mostly war scholarships, had brought the total number available to Princeton students up to 272. To this must be added the 30 new war scholarships to be added next fall.





# HEALTH EDUCATION



## HEALTH TEACHING IN RURAL SCHOOLS.



IN SCHOOL.

Child taking part of teacher: "Spell Milk."  
Esther, who drinks coffee and is therefore inattentive:  
"C-O-F-F-E-E."

**S**PLENDIDLY vigorous health work is reported from communities far away from the center of things. If a rural-school teacher has trials such as lack of equipment, and taxpayers who are not interested in child health, she has also the great advantage of a relatively simple and intimate contact with her boys and girls.

Once she can get a health wedge in a tightly woven curriculum, it is surprising what can happen.

**M**ISS ELIZABETH P. SHEPHERD submits an interesting report of health work done by the teacher in a two-room school.

Quotations from the report are enlightening to teachers who think a rural school almost impervious to vitalized health teaching. Probably the teacher of this little village school looked out from her desk upon as many scrubby little tousle heads as any rural teacher might sigh over.

"During the early part of the term," runs the report, "there were many evidences which showed that knowledge of health facts was needed by the majority of the pupils. Proper attention was not given to personal cleanliness. Because of the extreme restlessness and inattention of some of the pupils, we were reasonably sure that their diet was not receiving proper attention.

"These conditions made us decide to emphasize health work in order to have the children realize that certain health habits are indispensable. Quotations, the

caring for the flag by boys and girls, the out-of-door flag salute, had aroused a keen interest in being better Americans. Carefully planned talks by the teachers in their respective rooms led the pupils to associate the idea of health and worth-while with self, others, school, and country. In the first and second grades the teacher appealed to the pride of the children by showing that the clean boy or girl is always preferred as a playmate.

"The pupils suggested the use of health charts.

Pupils were inspected by an elected member of the class each day and given credit on the chart for having washed face, hands, teeth, and combed hair. By short discussions, a word of praise or encouragement, the desire for these habits was stimulated and interest held.

"The results of the personal-hygiene work were marked, and are beneficial. The next problem was how to interest the children vitally in their diet. Nearly two-thirds of the pupils in our school brought their lunch; so we felt that we would be more than justified in introducing a hot lunch, although no one had apparently thought it would be worth while before. We first discussed our plans with the mothers at our regular mothers' meeting, and met with hearty response.

"It was decided to serve one hot dish each day to be sold for 5 cents. In carrying out this program three girls (serving for the period of one week) assisted in preparing and cooking the lunch. They afterwards attended to washing dishes and putting everything in order. Close supervision was necessary at first, but finally the girls were able to prepare most of the dishes without help. They were exceedingly careful about washing dishes properly and caring for towels.

"The value of the hot cocoa which we had for lunch soon became the basis for

a study of food values. We justified the serving of every dish by a study of the various ingredients. We used as much milk as possible. Milk as the perfect food was given special emphasis.

"A discussion of milk one morning resulted in the startling revelation that three children had come to school without breakfast, and that a number of others had coffee or tea. Right then and there we began our most earnest work on milk and cocoa foods, as contrasted with coffee and tea—harmful beverages. Two charts, one showing the evolution of cocoa and one of coffee, helped in the contrast. The children were really concerned to think that they had been drinking something harmful, when they realized that they might have cocoa, a food. It was suggested that people who drank cocoa were able to do better work and pay better attention. Proof the children demanded. Result (their suggestion), a coffee and cocoa chart showing what each child had drunk for breakfast each day.

"A special cooking class was formed by about 10 of the boys and girls of the fourth grade. A notebook was kept in which were written rules of hygienic practices in cooking, proper dish-washing rules, recipes, an outline of why and how foods are cooked. All rules were formulated, all reasons were given by the boys and girls, as the result of discussions. The recipes brought in abbreviations which were quickly learned. A demonstration of measuring was given.

"Work and practical cooking were given once a week. Cocoa, soft custard, junket, split-pea soup, white sauce with toast, white sauce to be used as a cream



Proper dish washing.



"We are all just as happy as happy can be  
Because we don't drink any coffee or tea."

sauce for vegetables, are some of the recipes carried out.

"An interested father who had been at one of our cooking lessons sent us a Dennison's luncheon set for St. Patrick's Day, which fell on the third Wednesday of the month, the day for our regular mothers' meeting. The children of the cooking class had been promised that they might prepare and serve refreshments at the next meeting. The idea that a program be given which would show our regular cooking and health work evolved, and plans were made.

"The health work emphasized in first and second grades is personal cleanliness, proper bathing, brushing teeth, and combing hair. Some of the pupils in these grades gave a dramatization of a happy mother getting her children ready for school, the task being so much easier since the children had learned at school how to help themselves. The conversation was entirely made up by the children, as they thought they were playing house.

"ON HER own initiative a fourth-grade girl wrote a one-act playlet in which was actually served an ideal breakfast consisting of fruit, cereal, cocoa. Conversation was planned to show some of the regular school work. Actually eating the breakfast took longer than planned. The children talked together naturally about school work. It was surprising what they had remembered, how well they conversed extemporaneously.

"The children who had eaten the ideal breakfast went off to school where there were two others who had drunk coffee and tea. The restlessness and inattention which result from an improper breakfast were well contrasted with the good work accomplished by the children having cocoa.

"A dialogue and demonstration by two girls—mother and daughter washing dishes as they had been taught in school—was given. They discussed the

health work which had appealed most to them in a very interesting manner.

"The boys who had been strictly adhering to health rules entered snake dance fashion. After singing—

'We are all just as happy  
as can be,  
Because we don't drink  
any coffee or tea.'

they saluted and said, 'This is what we drink.' Then, facing right about, they showed large reproductions of milk bottles pinned on their backs. Printed on

them were various remarks, such as, 'We drink milk.' 'Milk is a food.' 'A quart of milk each day.' 'Milk contains milk sugar, fats, minerals, protein, and water.' 'Milk is the perfect food.'

"After the program three or four girls served soft custard, crackers, and cocoa. The cooking class had prepared the refreshments.

"THE project involved much English work. Discussions and formulating the cooking rules we consider a part of English work. The dramatizations which the children worked out were probably the most worth while kind of English work. They showed a grasp of the subject, the ability to organize the points, and skill in forcefully presenting that which they knew. The children wrote invitations to the meeting, and also the recipe for the custard on tiny paper milk bottles which they gave the mothers as favors. This was a correlation of their English and penmanship.

"The writing of letters has been a part of the English work. The health work has been the pupils' chief source of material. Letters have shown a vital interest in the subject. The following is an extract from a fourth grade boy's letter to a boy in another school:

"We have a health chart for boys and girls. If a boy has cleaned his teeth, hands, and face, he gets a gold mark. If he does not clean his teeth, he gets a black mark. That means he is a dirty boy.

"We have a new coffee chart. If anyone drinks coffee or tea, he doesn't get any credit at all. If he gets a red dot, that means he knows his work in school and he drinks cocoa. If a child drinks coffee, that means he is lazy and says all the time, 'I can't do it. Miss Cook!' I hope you drink cocoa or milk. I

drink cocoa and I know my work very well."

"Arithmetic was brought in, chiefly multiplication, as when doubling recipes. Some problems in comparison of food values were worked. The work in arithmetic could have been made much more vital.

"Opportunity was given for handwork in making headings for charts, ruling charts, printing on and drawing milk bottles, and in copying pictures showing relative food values.

"Silent reading lessons were chosen from Food Saving and Sharing, prepared under direction of United States Food Administration. The material would have been too difficult if the children had not had a general knowledge of the topics read. It was presenting familiar material in a new light, in what might be called a review.

"The giving of the program showed that children can measure up under responsibility, that they can accomplish much alone, that initiative is not lacking when opportunity is given. The spirit of cooperation necessary to accomplish the work was noticeable, and developed along with plans.

"WAS the time and energy devoted to the health work well spent?

We say, 'Yes,' when we consider the improvement in appearance and work of some of our boys and girls. We say, 'Yes,' when parents ask that they may see the charts showing the evolution of cocoa and coffee, and ask in good faith for explanations about them. We say, 'Yes,' when mothers tell us of the interest their children take in doing at home what they have learned at school. One little girl insists that she be allowed to wash dishes.

"A vital interest, as well as better health, was needed by our boys and girls; they needed to be thinking and asking questions; their work has been vital; it has given them enjoyment; it is carrying over, and we hope that desirable results will show in later life."

Mrs. Melissa Cook, who wrote this report, was principal of a little two-room village school. It was her first year of teaching, and it shows what enthusiasm in health work can do and is doing in many more rural communities.



"This is what we drink."





# HEALTH EDUCATION



A willing victim.

## BEING SCHOOL NURSE IN A RURAL COMMUNITY.

A CHALLENGING problem in health education faces the school nurse who undertakes work in a rural community. Besides the fundamental difficulty of long distances to cover in going from school to school, there is the problem of getting some sort of cooperation between families who live far apart, and when the roads and the weather are at their worst feel quite isolated from each other and from any solution of their common health problems.

School equipment in the country is usually inadequate; and the common drinking cup, the common towel, and insanitary toilet facilities make a vicious circle peculiarly favorable to infection and ill health. The doctor and the dentist are called upon only in an emergency as a rule, and the whole situation insistently demands preventive medicine.

This can best be administered by a wise school nurse with tact, ingenuity, and spirit, and the enthusiastic support of the school teacher.

Miss Agnes P. Kloman, Red Cross School Nurse of Fauquier County, Va., has had all of these problems to meet, and has succeeded in making good health really popular.

What could be better proof of this fact than the boy in the picture, sitting with quiet hands in a dentist chair, placidly permitting the necessary work to be done?

Of course he wants to have his mouth in proper condition! Most

of the children of Fauquier County are attending this dental clinic, and if he should flinch, what would those little boys and girls, watching from around the corner, think of him? And what would this visiting dentist think, who wants so much to have all of the Fauquier County young ones able to snap together two rows of sound white teeth, upon any food that is good for children?

Miss Kloman has found many such heroes as this one in the dental chair, and she has lent moral support to every one, by her cheerful presence. She knows good health means happiness. She describes the dental clinic in her diary.

It was well heralded in the newspapers before the work was started, and then—

"The nurse and dentist drove up to the little school on the road to The Plains about 2 p. m. on Monday. There they found 17 happy girls and boys, all eager to have their teeth examined and to make dates for treatment. The dental chair was lifted from the car and placed upon the porch just across from the schoolhouse.

"The children ranged from 6 to 16 years of age. How astonishing to find so many cavities in so many little mouths that should have none! The dental cards were filled out, and morning and afternoon engagements made which will keep us busy for many days to come."

The dental work to be done in the county was mapped out so as to cover the needs of those far from the center of things. Many children whose teeth had never before been inspected were found in great need of careful attention. To quote from the diary again:

"August 3, Thursday, a. m. The sun shines bright. The little children are at recess playing games in the grove. A little girl sits in the dental chair across the road on the porch. Dr. Adams looks serious and sympathetic as he sees so much to be done in one little girl's mouth. The six-year molars, which are so valuable, and when once lost are never replaced, are almost beyond repair.

"'But I can save them,' says the doctor, and the nurse stands near to do her bit also.

"The little children drove in from the farms and some came on horseback to avail themselves of the opportunity of having a dentist visit their neighborhood to care for their teeth.

"You have never seen such proud youngsters, when the teeth were filled and polished. One little fellow who cried and left after having only two teeth filled came back later to apologize and to ask to have the work finished. One of his friends offered to give him a bunch of flowers if he would not cry again. He won the prize and proudly presented the flowers to the nurse.

"The blessing of good health, possible only with sound teeth, is worth a price: One grateful parent brought two pound boxes of honey as a gift to the doctor and nurse

to show his appreciation. Six children from his family had been attended to. Some of the little boys in this family went off to catch fish, so the doctor and nurse could have fresh fish for supper."

Here are some figures for a month's dental work in the clinic in Fauquier County: Number of patients, 169; number of fillings, 481; extractions, 147; cleanings, 22; treatments, 2.

A splendid record, and the way paved for a sound campaign of good health work.

For removing defects is, after all, only a preliminary to training children in health habits. Many doctors say that, although cleaning the teeth is very important, eating the right food and being in a general state of good health saves teeth, too.



Supplement home lunch. Cold sandwiches are not enough.



A well-nourished body resists ill-health.



Milk makes sound teeth.

So all the Fauquier County children will have to do more than use their new tooth-brushes. They must learn to drink milk and eat green vegetables and fruit, to sleep long hours with windows open, to play out of doors a great deal, and bathe, externally and internally, and gain weight.

The teachers can help the school nurse in these details perhaps much more than they realize. "Here," says Miss Kloman, speaking of one of her visits, "we met with the heartiest reception by the principal and teachers." That is a sign that cooperation between school nurse and teachers in Fauquier County is close.

The logical result should be that a scale will find its way into every school, and all the pleasant and profitable methods of health education in fundamental health habits should follow. Children all over America are taking part in health plays, writing compositions on health in English classes, drawing and designing health posters, writing health rhymes, singing health songs.

A letter like this from a principal of a public school to Miss Kloman shows how a rural school nurse's work can be appreciated:

"Your visit to my school has, indeed, been productive of much good to my patrons as well as to the children.

"When you were here we had no basins or soap or towels. Since your visit we have purchased two washbasins and soap. The children have individual towels. Each child has a toothbrush. Water is kept on the stove. The children's teeth look white and clean; the children take more interest in keeping the schoolhouse and privies clean, and show marked interest in their lessons on hygiene.

"My patrons show their interest by writing me that anything they can do by putting their little means together they are ready and willing to do."

It will be a splendid thing when all rural teachers can write to the school nurse encouraging letters like this. And the nurse some day will be able to reply perhaps as follows:

"Through the splendid work of rural school teachers in training the children in fundamental health habits in the joyous and gay ways the children love best, my work as a nurse is greatly lightened. The children's physical condition is such that even the need for a dental

clinic may some day be too slight to mention.

"Teachers, nurses, and parents of American rural communities cooperating fully and using all the means and ingenuity at their disposal are actually accomplishing good health at last for American country school children."

## HEALTH WORK IN TRENTON.

IN a recent report of William A. Gurney, president of the Recreation Commission of Paterson, N. J., in which he asks for an increase in budget from \$18,000 to \$25,527, he gives a review of the growth of municipal recreation in various cities of the country.

### Progress of Municipal Recreation.

"Some of the very definite advances made during the past year in a number of communities—and these are indicative of the general trend throughout the country—will be of interest. Detroit, Mich., has authorized a bond issue of \$10,000,000 for the purchase of special parks which will include a number of large playgrounds and in all probability a public golf course. Portland, Oreg., has voted a bond issue of \$500,000 for the purchase of sites for playgrounds. A number of cities, among them Memphis, Tenn.; Milwaukee, Wis.; Newton, Mass.; and Sacramento, Calif., have doubled their appropriations for municipal recreation, and many other communities have greatly increased the funds devoted to this purpose. Now that the war is over, public-spirited citizens are turning their attention to the recreational needs of their communities, and a number of cities have been the recipients during the past 12 months of gifts for recreational purposes. Detroit has received a gift which will give the city an auditorium with an endowment amounting to \$2,500,000.

"Through the generosity of a private citizen, Scranton's recreational facilities are being largely increased; Sacramento has been given a memorial playground valued at \$10,000. The city of Columbus has been the recipient of a gift of 40 acres of land which will be developed as a

model outdoor play center and park field, and Kalamazoo, Mich., has been given for playground purposes a tract of land of 17 acres located near the center of the city.

### Playground a Necessity.

"THE playground is no longer an experiment. The growth throughout the country has been phenomenal. Delegates from a score of cities and towns have visited our playgrounds to study its work and equipment as a preliminary step to starting the work in their respective localities.

"There is no better training yet devised for the junior citizenship of a democratic Government than a properly conducted playground. Here the child learns the great lesson of how to get along with the other fellow; how to lead, and how to obey. Here is opportunity for developing initiative that the school, as at present organized, can not offer. Here he is his own policeman and learns to be the guardian of the one physically his inferior.

"Play is not a luxury, but a necessity. The duty of the city is to give the child a chance to play normally under proper conditions."



Do country children eat enough green vegetables?

### Department of School Hygiene.

AMONG recommendations of Dr. Burnett, of the school hygiene department, are the following:

"1. That one medical inspector be appointed for each unit of 2,000 pupils and that a school nurse be assigned to the same schools.

"2. That each school be equipped with scales in order to stimulate the interest of children in their weight as compared with height and age, according to the charts furnished by the Bureau of Education.

"3. That a physical director be assigned to each group of three schools not now equipped with special exercise rooms so that the State requirement of two and one-half hours minimum class exercise per week can be more adequately met."

"Thank you for your Health Education pamphlets. I find them most helpful and feel that I can accomplish much through your pamphlet No. 4, 'Teaching health.' The children enjoy it."—A nurse.



How the country school teacher helps.





# HEALTH EDUCATION



## COUNTRY-WIDE LECTURES ON HEALTH EDUCATION.

Dr. J. Mace Andress makes a lecture tour in the interest of health education for the United States Bureau of Education.

**E**DUCATORS all over the country have responded with enthusiasm to the suggestions embodied in the lectures on health education recently delivered by J. Mace Andress, Ph. D., sent out as a specialist in health education by the Bureau of Education at Washington. Acting in this capacity and also as associate director of the Child Health Organization of America, he has reached large audiences in many States.

There can be no doubt that there is keen interest in vitalized health teaching, and the question of ways and means of improving existing systems, of installing scales in schools, and of finding time for teaching health, met Dr. Andress at every turn.

"I think," said Dr. Andress recently, "that the greatest need in the field now is to get teachers interested in what they can do. One way to get a community or a school system to wake up is to take a single school and show what can be done. For instance, one of the towns in Connecticut has introduced the serving of milk in one school, and the results have been so satisfactory that other schools and communities are now calling for the same thing."

Lectures were delivered before the universities of Tennessee, Oregon, California, and Utah, and before the teachers of Portland, Oreg.; Salt Lake City, Utah; Ogden, Utah; San Francisco, Calif.; Los Angeles, Calif.; Billings, Mont.; Minneapolis, Minn.; Youngstown, Ohio; Wheeling, W. Va.; the Michigan State Normal College, Ypsilanti, Mich.; the State Normal School, Florence, Ala.; State teachers' associations, county teachers' institutes, parent teacher associations, women's clubs, civic centers, etc.

Excerpts from the lectures will be of interest to those who were unable to attend.

### OUR EDUCATIONAL PHILOSOPHY.

**"W**E Americans are rich in educational philosophy. No other nation has written so many books on educational theory. Our pedagogical literature abounds with verbose presentations on the aims and meaning of edu-

cation. This philosophy is in general sound. It is based on the idea that education means development mentally, morally, and physically, with ultimate goals of social efficiency and good citizenship. We believe that our schools have met with a fair measure of success in inspiring moral living. We have assumed that children may and do improve in their study of arithmetic, geography, writing, and reading. We have earnestly intended that they should, and have prepared our plans and tests accordingly. There is a general consensus of opinion, however, that our experiments in building healthy boys and girls have had few tangible and worthy results. It is usually conceded that the teaching of hygiene in the past has been a failure. It has been content with lip service, and has influenced the lives of pupils very little. We have never really expected that children would graduate from school in as good or a better condition than when they entered. At the end of each year we have expected rather that they would be in a run-down condition. It is not unusual for children to recover from the effects of general culture in a hospital or sanitarium. If our philosophy relating to health means anything, it is time we began seriously to consider the means whereby boys and girls will improve in health whenever it is necessary in the same way that they improve in drawing or geography.

### VALUE OF HEALTH.

**"T**HE fundamental value of health in life and in a program of education is obvious. Big business has discovered that health means wealth both for itself and its employees. One firm, for example, found that by the introduction of free dental clinics the output from their factories was greater than ever before. The average number of days of labor per man was increased, and the profits for themselves and the wages of the men over a period of a year were larger than ever before. The men were happier and more efficient in every way. The school may profit from these suggestions. The realization of all

the worthy aims of education depends primarily on the health of its people. To have healthy children means a happier and more successful school and a finer standard of citizenship.

### WHAT IS HEALTH?

**"W**E sometimes assume that freedom from disease or physical defects means health, but this is only one part of the story. There are thousands and thousands of children and adults that are not really ill and have no serious physical defects but have only energy enough to drag themselves through life, to exist physically. They do not have a reserve force to meet the emergencies of life or to accomplish the things that are most worth while. They are destined to become ill from time to time, and in most cases to be a serious burden to society. One American man of letters says that the important thing is not what you can get out of the world but what you can give to the world. Health education should seek to prevent disease and physical defects and to promote right habits of living, which play such an important part in building up robust health with its reserve force of energy. This is one of the ways of insuring to each individual his maximum contribution to the world.

### AN INDEX TO HEALTH.

**"O**NE reason why we have been so backward in real health education is because we have had no reliable index to health. For many years we have known that infants were in a healthy condition if they made a certain gain in weight. If a baby does not gain, or loses in weight, we know that the child is not doing well. We now know that the same principle applies to older children as well. The United States Bureau of Education has accepted a table of right weight for boys and girls, as prepared by Dr. Thomas D. Wood. By consulting this it is possible to tell just how much any child of a given age and height ought to weigh and how much he should gain each month. Children who are underweight, especially 10 per cent or more below the standard, have

physical defects or faulty habits of living. Sometimes they have both. The weight therefore becomes a test of the health work of the school. If children are entirely free to gain (for example have no diseased tonsils, etc.), they will improve in health if they lead the right sort of lives. The gain in weight rather than the acquisition of information, important as it may be, is therefore the real test of the child's improvement in health.

#### INTEREST IN HEALTH HABITS.

"THERE are many rules of health that children ought to practice, but the United States Bureau of Education, in cooperation with the Child Health Organization of America, has formulated eight so-called rules of the game which seem to be of the greatest importance. They are as follows:

"A full bath more than once a week.

"Brushing the teeth at least once every day.

"Sleeping long hours with windows open.

"Drinking as much milk as possible, but no coffee or tea.

"Eating some vegetables or fruit every day.

"Drinking at least four glasses of water a day.

"Playing part of every day out of doors.

"A bowel movement every morning."

"Within the past few years the old-fashioned emphasis on disease in the teaching of hygiene has given way in our best schools to most original and fascinating methods of health teaching. Probably there is no field of teaching that has been so fertile in interesting devices as this newer field of health teaching. One fallacy in the older methods of teaching hygiene was the notion that children were learning in a vital way when they were able to reproduce orally the information gained from the teacher or from books. The more recent methods seek to appeal to the emotions and desires of the children, so that they will be led to practice the rules of the game and gain in weight. Children make health posters, compose health rhymes, songs, compositions, plays, dramatize, make health surveys, do health chores and many other things that make health education a joyous, living, practical process. In those towns where the best health work is done scales are found in all the schools, the children are weighed regularly, and a report card concerning the children's weight is sent home to parents at regular intervals, usually every month.

"While those children who belong to the malnourished group are in greatest need

of attention by the school, it is desirable and possible to get all children interested in making a normal gain in weight by forming health habits.

#### GRADUATION IN HEALTH.

"THE business man looks into the future and plans carefully to get the best kind of product. The school must do the same.

"Probably from 20 to 30 per cent of the children of the country are malnourished, even in our best schools. This is a serious commentary on public or private school education. But it is possible to do away with malnutrition. One school in the Middle West had 73 per cent of its children under weight, but by hard work, at the end of the year only 6 per cent were under weight. Eventually we may hope that children will be expected to come up to a certain health standard in order to gain promotion and graduation, just as they now do in writing and arithmetic. In States where children are required to be in a good condition of health before they are granted permission to go to work, it is a noticeable fact that both children and parents become interested in the practice of hygiene to meet the requirements of the law. Is there any defense in a so-called scheme of education which will allow children to graduate in Latin, physics, chemistry, biology, and physiology and yet be in such poor condition physically that they are unable to meet the problems of life happily and with the highest degree of success? As soon as we have definite health standards for promotion and graduation we shall have a new and important way of getting the cooperation of children, teachers, and parents.

"In such an ambitious but exceedingly practical program let us hope that we shall soon come to the point where all children entering school will have a thorough physical and mental examination in the presence of teacher, family physician, and at least one parent, so that both school and home may know at the very beginning of school life the health problems with which they must contend in the case of every child.

"Next we must study the health and mental and physical needs of every child through the school course so that each child may receive the kind of instruction and training which he himself needs. This is more important than any crystallized course of study which can be devised. By such means we shall turn out a product in healthy boys and girls that will greatly enrich the Nation.

"To such a program the great body of teachers and parents will lament. They will cry out that it will take too much

time and cost too much money. With such lamentation I have little 'real sympathy. We might ask: 'What is time for?' Should it not be used first to promote the interests of healthy living? What doth it profit a child if he gain the whole world of grammar and arithmetic and loses his health? If we attend first of all to what is of greatest importance—health—shall we not be more certain of gaining the goals of general culture and efficiency that we prize so highly? And how can we best spend money? Can we afford to spend it for expensive books and apparatus and neglect health? If we do not have money enough in our school treasuries to look after the health of our children, then let us determine to raise more money for this purpose. This question is not debatable. If we can arouse the parents and general public and get the pupils interested, we can have all the time and money necessary to carry on a health program to a successful conclusion. If every city in the land would spend the time and money necessary in a single school to show what can be done, the results would be so wonderful that parents and the general public would demand a vital kind of health program and be more than willing to pay the price.

"There can be no greater anticipation or satisfaction than that of converting pale-faced children into strong, vigorous, rosy-cheeked boys and girls. Let us remember that we are no longer in the vague and shadowy land of dreams and mere theories. Careful experiment and investigation show what can be done. It remains for us to do it. America is beginning to feel the need. When we as a people feel it more keenly we shall turn our tremendous energies into this channel and produce healthy citizens with the same ease as we now mine coal, hew down the forests, and make mill and factory hum. What will be your part in this great educational program?"

IN order to render this service in the interests of health education, Dr. Address was granted leave of absence by the Boston Normal School, where he is head of the department of psychology and child study. He is the author of several books, "Teaching Hygiene in the Grades," "Health Education in the Rural Schools," and, in collaboration with Annie Turner Address, "Rosy Cheeks and Strong Heart," a health reader for the third grade. The last-named of these books has been used with much success in amateur health dramatics in the classroom.

It is hoped that much may come of the stimulus he has given to health education.





# HEALTH EDUCATION



Simple equipment may meet every need.

## LUNCH IN RURAL SCHOOLS.

**Y**OUNG citizens can best receive the full benefits of free education when their small bodies are well nourished. The wise teacher not only practices health habits herself and teaches health habits to her pupils, but also finds out through weighing and measuring the exact state of nutrition of the boys and girls in her charge, and she uses all the influence at her disposal to see that a hot school lunch is made available for every child. If she thinks that in her case conditions are too difficult to control and she can do nothing, she will be glad to hear that many teachers have achieved the seemingly impossible.

As a matter of fact the school lunch, or at least one hot dish to add to a cold lunch brought by the children, is becoming more and more a matter of course in American schools.

When a teacher notices that Jacob and Alice are restless and inattentive, she is more apt to inquire whether these two had tea or coffee for breakfast, or perhaps no breakfast at all, than to scold them.

Each teacher must try to think of the child she is teaching as a physical individual primarily; as a product of a definite social situation, and mentally reflecting both. Whatever may be the conditions at home, children can learn at the school lunch to like unaccustomed foods and to take this lesson away with them.



Careful educational features accompanying the school lunch make the experience doubly valuable to the child. He learns readily what combinations of food are good for chil-

dren, and why. Sometimes the teacher has the satisfaction of an early visit from his mother.

"What's that brown stuff Jacob gets at the school lunch? Kind o' sweet, he says."

"That's cocoa."

"Well, he says he wants that at home. I guess if you can show me, I can make it."

A lesson ensues which assures Jacob his cocoa at home from that time forth.

Sometimes the mother has a different way of acquiring knowledge of valuable foods taught to her child as a health lesson.

"Say, isn't there anything but spinach that will put iron in my boy's blood? I get sick of washing it."

"Of course there is," and the teacher explains in a word or two the value of leafy vegetables.

The school lunch helps the teacher herself, as properly fed pupils are good-natured and attentive.

The rural school-teacher seems to feel that her difficulties in regard to the school lunch are sometimes very great. A questionnaire sent out to all the rural school-teachers in a single county brought interesting comments on the situation.

A pamphlet, "The School Lunch," as served by rural teachers in Jefferson County Home Bureau, Watertown, N. Y., contains the results of this questionnaire.

The statement of the situation in the rural school is made very clear.

The child's eagerness to reach school is often the cause of a hastily and half-eaten breakfast. At recess he is hungry, dives into his pail, and too often eats pie, cake, or a doughnut which is likely to be on the top of the lunch.

At noon, 3 minutes seems to be the average time the child gives to eating his lunch. If the weather is pleasant, the lunch is often eaten on the run. The child is missing the main meal of the day at home.

Comparatively few children take milk to school.

The noon lunch is eaten so hurriedly that it does not long satisfy, and immediately upon the arrival home after school a visit is made to the pantry for such as pie, etc. Is it any wonder children grow thin, and join the ranks of the undernourished?

It is now a generally accepted fact that a child's mental condition depends largely upon his physical condition, so that progress in school requires a consideration of health factors which in the past have not received their due share of attention. It is as much the duty of school authorities to make thoughtful provision for the physical well-being of the child as to provide a proper schoolhouse and intelligent teacher. The long and sometimes extremely cold winters, and the great distances some pupils live from the school, make the noonday lunch one of the most vital problems to be considered by all. This problem can be solved only by the cooperation of the home and school authorities. The children are and have been practically always eager and ready to take up and successfully carry along the hot school lunch, but their enthusiasm alone can not make success.

The hot lunch at school is not meant to take the place of the lunch at home, but to supplement that lunch. It is to give every child who must carry a cold lunch at least one hot dish each noon.

The following is listed as necessary equipment:

Stove (heating stove or kerosene stove).

Goods box (to be used as table and cupboard).

Kettle with cover (large enough to hold one cup of cocoa or soup for each pupil).

Dishpan.

1 saucepan.

1 large spoon.

Ladle or cup for serving soup.

1 knife.

1 fork.

1 Teaspoon.

Measuring cup.



The box lunch from home.



"Each child provides his own cup and spoon."

Teachers report different methods of getting equipment. Here are some of them:

"Each child furnished a utensil."

"The teacher provided it."

"Board of education provided it."

"The children brought it."

"Only a stove and long fork used."

"Parents provided it."

"Children each paid 10 cents."

"Children raised money from an ice-cream social."

"Women raised money from socials."

With the equipment in hand the problem of food supplies comes up. These questionnaires showed how teachers were obtaining food.

"Each child brought something. Took turns in bringing the whole dish."

"Each brought his own."

"Teacher supplied it."

"Parents supplied food."

"Children brought money."

"Kept some supplies on hand—perishable food brought each day."

"Interested woman in the district sent it."

The hot dishes served at the schools were cocoa, cream soups, and cream vegetables.

The preparation and the serving of the dishes were variously accomplished.

"By groups of students." (Easily done and most desirable.)

"Entire dish prepared and sent by one family in turn with others."

"By teacher alone." (Not advisable.)

Several of the objections to the school lunch which might at first occur to a rural school-teacher are vigorously answered in this pamphlet. These arguments are proof conclusive that there is no real reason for denying any child in a rural school one hot dish every day.

"We have only a furnace; no way of cooking the food," says one teacher. The reply is short: "A two-burner oil stove is perfectly satisfactory. They are not expensive."

"Children bring good lunches," remarks another teacher. "Many children do bring a good lunch," runs the reply. "The hot dish is to supplement their cold lunch and not to replace it. The hot dish is an important and necessary addition to the cold lunch."

"Too many children would make confusion around the stove and put the schoolroom in such a condition!"

"It is not necessary for all the children to be around the stove. They should be divided into groups, each group having their appointed day for helping with the preparation of the hot dish. There is no need for the schoolroom to be put into disorderly condition. The ideal way is for each child to eat at his desk."

"The people are poor and not able to furnish," is another objection.

"The cost is very small. If they knew more about it they might be sufficiently interested to see it worked out. The school board could be interested, approached, and urged to give financial support."

"Have not time," is often an excuse.

"If the teacher arranges the work properly it need take but little of her own time. Other schools all over the State have found time to do it and have found the time is well spent."

"I do not believe the children would like to change," we hear from another.

"The children have been the first ones to respond in practically every school and are enthusiastic about the hot dish. Give them a chance to respond."

Several good recipes are given which may be easily prepared with the minimum equipment and effort.

Soup is a splendid hot dish when made in the following way:

#### POTATO SOUP RECIPE.

2 cups hot mashed or diced potatoes.	3 tablespoons butter.
1 quart of milk.	3 tablespoons flour.
2 slices onion, finely chopped.	1½ teaspoons salt.

Melt butter, cook onion in melted butter, add flour and seasoning, stirring mixture until smooth. Add the milk to this slowly and when heated through, add the potato.

Carrots, spinach (rub through a sieve), tomato, and bean soup are good and give variety. When making tomato soup add about one-fourth teaspoon soda to 2 cups canned tomato a short time before adding the tomato to the milk. Heat to the boiling point before serving.



A needed health lesson. How not to pack the home lunch.

In a nutrition class conducted in Salt Lake Health Center the gain did not seem sufficient, and the interest of the children seemed to lag, although attendance was regular. So the teacher tried this plan: Paper hats were made (when possible by the children themselves),

and every good food or habit was represented by a paper hat, and the children chose their hats by writing on slips of paper. At the next class they told what they could about the hats they represented. Of course, careful instruction and attention were given this exercise to fill it to the brim with what the children should know. Then at the close the children took turns picking out a good meal—breakfast, luncheon, dinner—choosing by the hats.

At another school the cows were near and permission was given to have them milked while the pupils stood by. Every kind of receptacle—catsup bottles, grape-juice bottles, and quart cans—came to the party, but every child had something. Who wants to be the only one without milk? The whole school drinks milk now and the under-weights are gradually pulling up.

Children, if you'd be well and strong,  
Chuck full of pep the whole day long,  
Then every day, at least,  
If you'd have a perfect feast,  
Eat a nice fresh egg—these days a treat,  
And is really better for you than meat,  
For it has fat and good protein,  
And for these things you know we're keen,  
As well as for iron and mineral salts,  
And just right here my knowledge halts.  
But if what I've said has made you curious,  
You can learn much more from Mrs. Dorius,  
I know, who'll say eggs are good for a feller  
If only you eat both the white and the yeller.  
So again I say, both loud and long,  
Children, eat eggs and be well and strong.

—Helen Adair Parker, aged 9  
[With some assistance].

At one school where the children were very much under weight and did not like milk the teachers tried a scheme. Every day the milkman very noticeably drove up and distributed to each teacher her bottle of milk. At recess every teacher very ostentatiously drank her milk. Gradually a line in each room formed beside the teacher until the milk drinking was a taken-for-granted fact.



Children taught to drink milk at school ask for it at home.

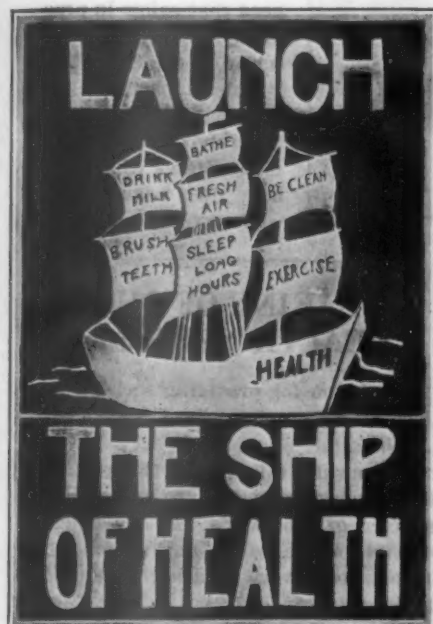




# HEALTH EDUCATION



## SUGGESTIONS FOR IMPROVING HEALTH TEACHING IN THE SCHOOLS.



**A**FTER visiting a considerable number of schools in Utah in which good work is done in the field of health education, Dr. E. G. Gowans, State Director of Health Education, has the following suggestions to make that may be helpful to teachers generally:

"In a second grade where the teacher is very enthusiastic three of the children who were notably under weight were asked in the presence of the visitor to report to the school what they had been doing to overcome their defect of growth. Very creditable reports were made. The children were not in any way shy about the fact that they were under weight, but rather were proud of what they were doing to get up to standard. The report was a good exercise in oral English.

"In a fourth grade the children acting as a community on their own initiative were bringing considerable pressure to bear upon certain individuals in the room who were not living up to good-health standards.

"In a seventh grade the teacher was sending weekly reports of weight to the homes of all children who were 10 per cent or more under weight for their age and height.

"In the same school competitions were arranged between two consecutive grades on individual health habits in which it

was necessary to stimulate a keener interest, one whole month being devoted to a competition between the third and fourth grades in the matter of proper care of the teeth.

"**I**n one school the principal has made clear to parents in the parent-teacher association that (a) children can not be taught unless they are present, (b) they can not be present unless they are physically fit, and (c) good-health habits are at the basis of physical fitness. These same basic reasons are urged upon teachers as a means of more effectively establishing the health work in the school.

"In a first-grade lesson in phonics the teacher was teaching long O. Without any apparent effort to bring in health work the teacher said 'O! how fine,' said mamma to Nellie, who had just finished her oatmeal mush; and when Nellie told the teacher that she had oatmeal mush every morning the teacher also said, 'O! O! how fine!'

"In this same school all teachers in the six grades of the elementary school check up on the home performances of the children in the habit in the home that is most closely akin to that which is at the time being emphasized in the school.

"A teacher in the fifth grade thinks that the Health Crusade work should be in the fourth grade, because in that grade in her school the fourth-grade children read the story of King Arthur and His Knights, and are enthusiastic about chivalry, knighthood, etc. What do other teachers think of this suggestion?

"In this school the teacher of the fifth grade checks up daily on all health habits just as in the sixth grade, except that the buttons, badges, etc., are not used, being reserved for the sixth grade."

"**I**n the first and second grades the children cut out clocks and show the time of going to bed and the time of getting up; toothbrush and tube of tooth paste to illustrate the clean teeth habit; bath tub to illustrate the keep-clean habit; and bottle of milk and two glasses to illustrate the drinking milk habit.

"In one school the seventh grade pupils learned the Morning Health Song, practiced suitable gestures, and then in committees visited all lower grades and demonstrated the song.

"In this same school the seventh grade boys and girls performed a splendid service in training first and second grade children in the safe method of crossing a street. One boy was given three first-grade boys to train. He took his little class out to the street, had them pause at the curb, and look in both directions, especially the left; if it seemed safe to cross he would take his charges to the middle of the street, then pause momentarily and look to the right, when if safe to proceed he would hurry across. This was repeated in returning. All of the children in the first and second grades were thus *trained* instead of *instructed*.

"The following was presented as an exercise in English by a fifth-grade girl:

The vegetables so crisp and sweet  
That Mother Nature gives  
Make bone and teeth.  
And save much grief,  
For every child that lives.

"**I**n a junior high school, credit on a basis definitely fixed is given for health habits covering personal cleanliness, care of teeth, posture, and self-control. The big objective seems to be to develop moral, civic, safety, and health *thoughtfulness*—the kind of thoughtfulness that reaches out from one's self to the other fellow. A half-day's observation convinced the visitor that the teachers were actually 'putting it over.'



"One of the devices adopted here to make the objectives more concrete is the organization of a Keep Klean Klub, which checks up on the activities of members in the matters of personal cleanliness, care of building and grounds, care of streets and walks near the school, near the home, and in the public parks.

"In the training school at the university the teachers take turns of one week each in supervising the lunch period for the first, second, and third grades all the year and for the fourth and fifth grades a part of the year. A room is set aside and suitable tables and chairs provided. The teacher has the help of some of the larger children. Many of the children bring milk, and the lunch period is a happy time.

"In this school careful attention is given the seating of the children. One row of adjustable seats for each room is sufficient.

"In the sixth grade all children work out their percentage of underweight or overweight.

"ON Wednesday of each week the sixth-grade girls prepare and serve to all children who wish it a hot dish to supplement the lunches brought from home. This dish is paid for at cost.

"Interest is stimulated and some good publicity work done by writing out notices on Monday and distributing them to all of the rooms. This is a good exercise in English as well as training in 'service for others.'



"As contributing to the attainment of better postures and the avoidance of the slouchy positions children get into when they half rise from their seats, Miss Bowman's practice is to permit children to remain seated while giving brief answers, but for any extended answer or discussion she requires children to leave their seats, walk to the front of the class, and maintain a good posture while reciting.

"In the same sixth grade the problem of order and cleanliness of room and desk is attacked successfully by appointing from among the children a desk inspector to serve for a week. Reports are made and commendation given in all cases when desks have been kept in good condition.

"IN a kindergarten and first grade the teachers use small ribbon badges which are worn during the day by all who pass satisfactory inspection for personal cleanliness — particularly teeth, hands, and hair.

"In a second grade each panel of the sliding doors of the ventilated wardrobe was utilized as a page of the room's health book by printing the health rhymes and pasting appropriate pictures cut from magazines, a very successful effort having been made to produce an artistic page. This latter involves such consideration as proportion of space devoted to printed matter and to illustrations, disposition of illustration material, suitableness of illustration material, etc.

"In a seventh-A grade the most powerful motive was found to be athletic achievement. Students were very much interested in a number of physical measurements other than height and weight. Their interest began with height and weight, and this was developed by a skillful teacher into this related interest. This interest was being adroitly utilized to secure the type of physical exercise known to be valuable for the correction of bad and the maintenance of good postures.

"In this same school an ideal hot-dish-for-lunch scheme is in operation, conducted wholly by the children themselves as an experiment in self-government, and as meeting a most pressing need—a need that exists in practically every elementary school in the State."

This report of Dr. Gowans he considers "merely tentative." In many States what Utah has "just begun" may well serve as a goal.

### SPEAKING OF OUR HEALTH SERIES!

"Thank you for providing such an excellent chart for our use."—*A State board of health.*

"We consider this series (Health Education) most valuable in educational character of our work. If our budget would allow, we would buy a sufficient number for every teacher."—*A city superintendent.*

"I think the 'Supplement' a splendid idea, and the two numbers received have been a great help."—*A nurse.*

"Thank you for the charts of height and weight. They are very valuable."—*A normal-school teacher.*

"Thank you so much for your Health Education pamphlets. I find them most helpful and feel that I can accomplish quite a bit through your pamphlet No. 4, 'Teaching health' which the children also enjoy."—*A nurse.*







# HEALTH EDUCATION



## AN EXAMPLE OF VITALIZED HEALTH TEACHING.

COMING in letter form from the children and their teachers, the following record is interesting as a spontaneous expression. It shows how the spirit of good health can function in work and play in a school system.

If an effort of this kind particularly stresses the actual health essentials—eating green vegetables, drinking milk, cleanliness inside and out, play and rest in the open—stronger and finer children would be the ultimate result.

MOORESTOWN, N. J.,  
January 12, 1921.

DEAR GIRLS AND BOYS: Happy New Year to you. I'm glad that so many of you are really living and thinking Good Health.

Remember our big question for this year is: Are you keeping well?

Other questions that I hope you are working on are:

1. Is your weight normal? If not, try to find out about yourself.
2. Do you play and try to get others to play, not only in physical-training time, but during recess periods and noons?
3. Are you sitting, standing, and walking in the right way? What are your answers? Sometimes these can't be accomplished all at once, but are you trying?

Surely hope that you will read and enjoy these letters as I have, and that all will work even harder to not only learn about health but to live better health.

Wouldn't it be fun to write letters in May telling about your doings from now until then? That would make the whole story.

Sincerely,

C. B. LECNEY,  
Helping Teacher,  
Burlington County, N. J.

[A letter written for the first grade.]

### WORKING FOR HEALTH AND HAPPINESS.

One day we found out that very few of us had toothbrushes; so of course our teeth couldn't be kept clean.

We then decided to save our pennies in a box at school, and each time we brought money our teacher would write

the amount after our names. We will have a 100 per cent in a short time, as most everyone is saving pennies.

MISS PERKINS, Teacher,  
Cambridge.

### GAME CHARTS.

#### Name the games you have played.

We keep Game Charts, one for indoor games and one for outdoor games, dividing into two lists all the games we learn to play.

We have our health inspection every morning, in which we take up different problems, such as the desirability and need of clean faces, hands, teeth, and the like.

MISS OAKES,  
For First Grade, Marlton.

### CAN YOU IMAGINE HOW THEY LOOK?

Every night we sleep with our windows open. We brush our teeth every night and morning, and drink cocoa and milk instead of coffee and tea. We take a bath every Sunday. Every morning we wash our faces, neck, ears, and hands, comb our hair, and clean our finger nails. We try to keep our waists and dresses clean and bring clean handkerchiefs.

SAMUEL BILL,  
Second Grade, Marlton.

### HOW SOME BOYS AND GIRLS KEEP HAPPY.

One day in September we were weighed in school. We found that only 19 pupils weighed what they should

and 22 were underweight. Since then we weigh every month. Good food helps us. We have been drinking milk, but no coffee or tea. Now 17 have normal weight, and 16 are still underweight. If we are well we are happy.

We try to be happy all of the time so we can smile. We want everybody in our room to have a good time. We try never to forget it.

MARY TOCCO,  
Third Grade, Marlton.

### COULD YOU GET THIS JOB?

The person receiving the most votes becomes captain for that month. The captain elects a lieutenant from each row. These lieutenants mark the health charts each morning as the captain reads each health problem.

To be an officer a person must be clean, neat, a good sport, and perfect in attendance.

FRANK WILSON,  
Fourth Grade, Marlton.

### JUST HOW OUR ROOM DOES IT.

The second and third grades have health inspection every morning. The records of our marks are kept on health blanks. We get a new one every month.

We start this the first day of school. Marks were given by Miss Thomas the first day. The second day we chose leaders to be inspectors. They went to each pupil and gave marks for face, hands, and nails. Each grade tried to get the highest number of marks.

We started this the first day of school. The first week in October we organized Health Teams. The 1st day of this month we voted for general and two captains. We voted for the best health workers in the room. Each captain chose a lieutenant and his team. The names of all the teams were written on a health chart. The teams we called Team I and Team II.

The score keeper was chosen to put the report on our health chart each morning. A star was placed for each pupil that had five marks for desk, face, hands, nails,



and hair. Each team tried its best to have the highest score.

The second week in October we voted for colors. Team I chose blue and Team II chose red. Each pupil made a flag of his team color and put it on his or her desk. A large banner was made by the third grade. It is placed by the health chart. The team that has the highest score receives the health banner. Team I tries to keep it and the other team tries to get it away from them. This is great fun for us.

Sometimes we are surprised with a tie score. The banner is then placed in the middle of the health chart, between the names of the two teams.

The captains and lieutenants pass to give marks. The general does the general inspecting each morning. Sometimes the captains have trouble with the pupils about certain marks. They call the general and he settles the disputes.

We are working with five problems. They are desk, face, hands, nails, and hair. New problems are going to be added to our list. One new problem that we are going to add in January is posture.

The general and the captain have charge of the conduct in the room and on the playground, good posture in general, and anything else that needs their attention.

They choose pupils to clean the blackboards and erasers. The lieutenants have charge of the heater and ventilation.

These officers meet often and talk about the problems that they have in their work in general. They give suggestions how to better conditions. It may be conduct, posture, or nails.

We like our work. We like our teams. We are teams in play and in work. We are always full of "pep" and working hard to keep ahead of the other team.

ERNEST TAYLOR AND  
SECOND AND THIRD GRADES,  
Cambridge.

### DO YOU EAT A GOOD BREAKFAST?

In our weekly lessons we have talked about what we should eat. We have posters on the wall, which were made by us, showing what we should eat for breakfast, dinner, and supper. We

also talked about the care we should take of our food and water.

Last year everybody did not take a bath every week, but this year they do. We have 100 per cent in baths since school began, for which we have a card hanging on the wall.



Every third week it is our duty to pick up papers off the school ground and out of the basement, so as to keep the basement clean and the school ground neat. The other weeks the other rooms do it. This has made the school ground look much better.

FOURTH AND FIFTH GRADES,  
Mount Laurel.

### AN IDEA.

We had pictures in the rooms of boys and girls engaging in healthy sports, which pictures gave us new ideas.

Here are some of our rules: Clean teeth daily, practice politeness, use own drinking cup, wash hands before eating, take a bath and change clothes once a week, keep nails clean, etc. Our results, we thought, were good.

FIFTH AND SIXTH GRADES,  
Masonville.

### TO SUM IT UP.

Just the short while that we have had our club, it has made the schoolroom more cheerful and tidy. There are many more rosy-faced children now than there were.

MILDRED YEMMANS,  
Sixth Grade, Mount Laurel.

### BETTER HEALTH PROGRAM FOR YEAR 1920-21.

A. Aim to work toward a 100 per cent healthy school.

1. Work to eliminate malnutrition and aid nation-wide campaign to raise the health standard of the American school child by—

- Getting a weighing scale in every school.
- Seeing that every child's weight record is sent home on the monthly report card.
- Seeing that a hot lunch is available for every child.
- Urging teachers to teach health habits every day.

The following plan is suggested:

First and second grades:

Aim 1. To teach definite health habits through daily inspection by the teacher and one or two leaders.

2. Arouse interest in health habits through weekly conversational lessons from suggestive pictures, songs, stories, and health programs.

Third and fourth grades:

Aim 1. To teach definite health habits through daily inspection by the teacher.

2. Arouse interest in health habits through weekly conversational lessons and by team competition.

Fifth and sixth grades:

Aim 1. To teach definite health habits through daily inspection by pupil inspectors selected by the pupils.

2. Arouse interest in better health by weekly discussions of definite health topics and by—

3. Monthly meetings of the health club, at which time they discuss what has been done and the work for the coming month.

Seventh and eighth grades:

Aim 1. To teach definite hygiene lessons from definite health topics.

2. Work to have 100 per cent play school.

Method—

a. Develop pupil leadership through classroom organization.

Pupils may select a captain, first lieutenant, second lieutenant for definite periods.

Pupils may vote on this or, better still, work themselves up by accomplishing certain requirements.

b. Outline activities for each term, thus:

September and October.—

Fifth, sixth, seventh, and eighth grades—Games, sports, rhythmic plays out of doors.

Three-minute drills for all grades.

November, December, January, February, and March.—

Games, sports, rhythmic plays out of doors when possible.

First and second grades—Story plays.

All others formal gymnastics and three-minute drills.

April, May, and June, same as September and October.





